DOCUMENT RESUME

ED 125 738 PS 008 542

AUTHOR	Fishman, Sheila
TITLE	Designing and Implementing an Early Childhood Italian Bilingual-Bicultural Education Program.
INSTITUTION	Lawrence Public Schools, Cedarhurst, N.Y.
PUB DATE	[75]
NOTE	166p.
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	*Biculturalism; *Bilingual Education; Bilingual Schools; Bilingual Students; Community Involvement; Curriculum Development; *Early Childhood Education; English (Second Language); Evaluation Methods; *Italian Americans; Objectives; Parent Education; *Program Descriptions; Program Development; Staff Role; Teacher Selection; Vocabulary Development
IDENTIFIERS	*New York (Lawrence)

ABSTRACT

This paper describes the development and implementation of an Italian bilingual-bicultural program in the Early Childhood Center (Pre-Kindergarten, Kindergarten, and First Grade) of the Lawrence Public Schools, Lawrence, L.I., New York. The curriculum was designed to help children with limited or non-English dominance succeed in school at a rate commensurate with that of English-dominant children, to reduce the number of Italian-dominant children enrolled in remedial classes, to improve children's self-esteem, and to interest Italian-speaking parents in school and community involvement. A summary of the history, policies, and legal status of bilingual education traces the development of bilingual programs in the U.S. Recent literature regarding cultural pluralism and bilingual education is reviewed. A description of the development of the Italian bilingual-bicultural program includes detailed summaries of staff selection, parent involvement, community outreach, inservice training, and curriculum development. The program supplemented regular classroom activity, comprising 1/4 to 1/2 of a child's day at the Early Childhood Center. Activities were designed to foster cognitive, social, emotional, and physical development and included cooking, trips, woodworking, a listening center, blockbuilding, creative arts activities, physical education, reading readiness, and storytelling and snack time. Program evaluation included analysis of a battery of tests given to the children, attitude surveys of the community, staff and outside agency reactions to the program, and the follow-up of program children in 1st and 2nd grade is described. Appendices include outlines of program curriculum units and a bibliography. (SB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED125738

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DESIGNING AND IMPLEMENTING AN EARLY CHILDHOOD ITALIAN BILINGUAL-BICULTURAL EDUCATION PROGRAM

by Sheila Fishman[1]

STATEMENT OF THE PROBLEM

The Number Four School in the Lawrence Public Schools in New York is an Early Childhood Center housing 600 children who are four, five, and six years of age. A survey of this population last spring indicated that twenty-seven percent of the children in the school are from families with Italian surnames and that these children are first generation Americans. The survey also indicated a greater number of children from families with Italian surnames than ever before and at least ten percent of the 600 children enrolled are from non-English speaking families.

Pupil Personnel records of oral proficiency tests,

PS 008542

---

[1] The author and practitioner is the Principal of the Number Four School, the Lawrence Public Schools, Lawrence, L. I., New York. This school is an Early Childhood Center housing 600 children in Pre-Kindergarten, Kindergarten, and First Grade.

family contacts, gross screening and academic readiness tests, as well as teacher evaluations indicate that many of these children will encounter difficulties in their academic classes. Indeed, the need to give help to the non-English speaking children in the Number Four School was so acute last year, that a corps of twenty-two bilingual students from Lawrence High School were enlisted in December 1973 to help small groups of young children several times a week.

The target population lives in the section of the school district known as Inwood, New York, a community that in 1960 was ranked first in Nassau County's Economic Opportunity Commission survey of 92 communities for the purpose of identifying the least affluent living conditions. These results were based on the incidence of poverty related to unemployment, underemployment, poor housing, illiteracy, limited command of language and communication, inadequate medical services, etc.

This community includes segments of Italian, Jewish, Black, and Spanish populations. For years Inwood has been the first stop for many immigrants from all the varying regions of Italy. These people speak one of several different dialects, inclusive of Neapolitan, Calabrese, Sicilian, Barese, Abruzzese, Roman, Venetian, Florentine, Milanese, Bolognese, Pisan, and Genovese and often cannot communicate with one another. The great majority of Italian men in this area usually find employment at unskilled jobs and earn low incomes because of the disadvantages of limited English, little formal education, and poor self-concept. The language of the home is most often only Italian, and in some instances the children have English language contact only in the schools. Many of the children come to school with limited English language ability as well as the problem of being non-communicative since much emphasis in the home has been placed on being quiet, and on "good" behavior. As a result of little early stimulation, language deficiency, and poor self-concept, a sense of frustration often pervades these children's early school experiences. Many of these early identified youngsters have gone on to the elementary grades still exhibiting disadvantages.

There is further recognition of the need to orient these children and their families for community living and involvement; e. g., their first trip to the dentist, to the health clinic, etc. There has also been limited parent participation from this population in school as well as in community affairs, and Italian-speaking parents have often expressed discomfort and inadequacy in school contacts. Another evident and crucial factor is the need to more closely involve English-speaking children, families, and building staff with those of limited or non-English speaking background to foster better understanding and acceptance of varied ethnic backgrounds. Prior to this time the educational program in the Lawrence Public Schools has not taken advantage of the rich cultural heritage, knowledge, and experience of its Italian-dominant population.

All of these factors have made the school district and the community recognize the necessity of a program to help meet the particular needs of this segment of the population. The Director of Special Improvement Programs in the Lawrence Public Schools, this Practitioner, and another Elementary Principal proposed the development of an Italian Bilingual-Bicultural Project that would pilot a program as well as develop a new curriculum and instructional materials responsive to the concerns and needs of the target population. The Superintendent and Board of Education of the school district supported the proposal and a Bilingual Advisory Committee composed of a broad base of interested people and inclusive of school administrators, parents, parochial school and public agency personnel, met to plan and develop the theory into practice in late spring of 1974. The proposal resulted in a Federal grant of approximately $100,000. from Title VII funds for the development of an Italian Bilingual-Bicultural Program in the Lawrence Public Schools. The district qualified on the basis of its population percentage, needs assessment, statement of objectives, evaluation, dissemination activities, use of educational resources, parent and community involvement, delivery of services, resource management, continuation of program, curriculum development, and staffing proposals. Lawrence was ranked sixteenth in importance and priority of bilingual programs in New York State for the 1974-75 school year.

A definition of a bilingual program is apropos at this time. The most widely accepted definition is that of the Federal Government and is contained in the Bilingual Education Act of 1968:

> The use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.

In view of the needs demonstrated in the Lawrence Public Schools, the Lau v. Nichols Supreme Court decision in California, and other recent legal decisions mandating bilingual programs in various states,[2] this Practitioner believes that the development of an Italian Bilingual-Bicultural Program in the Early Childhood Center is most critical and timely.

---

[2] A complete discussion of the court cases is presented in a subsequent section of this report entitled, "Summary of the History, Policy, and Legal Status of Bilingual Education."

PURPOSE OF THE STUDY

The Commissioner of Education in New York State, Dr. Ewald Nyquist has stated:

> Differences in language and culture effectively exclude approximately 300,000 children from meaningful participation in our educational system. Failure of schools to respond to the educational needs of these children results in academic failure, demonstrated sequentially by low reading scores, high dropout rate, and barriers to entry into meaningful employment.[3]

Our schools must educate for living in a democracy, and therefore there must be democracy in education. People who are culturally and linguistically different are entitled to freedom and equality of opportunity to learn and grow in our schools. This Practitioner is committed to promoting cultural-linguistic diversity and to the development of an early childhood program that will meet the needs of all children at the Number Four School. It is this commitment and belief that led to the development of the Italian Bilingual-Bicultural Program at the Early Childhood Center.

---

[3] Ewald B. Nyquist, Bilingual Education; Albany: Regents of the University of the State of New York, A Position Paper, No. 16, August 1972, Foreword.

Objectives of the Program

- Italian-background children with limited or non-English dominance will succeed in school at a rate commensurate with that of their English-dominant counterparts.
- Italian-background children with limited or non-English dominance will show a decrease in enrollment in remedial classes in the elementary grades.
- An appreciation and pride in the Italian language, culture, and heritage, as well as the recognition of cultural pluralism will be developed in the Early Childhood Center.
- Italian-background parents with limited or non-English speaking ability will participate more fully in school-related activities.
- A curriculum and instructional materials will be developed and implemented for an Italian Bilingual-Bicultural Early Childhood Program.

This study addresses itself, therefore, to the development and implementation of a program that will provide the necessary intervention strategies and resources to provide equal educational opportunities for all children valuing and capitalizing on differences in national background, cultural heritage, and native language.

SUMMARY OF THE HISTORY, POLICIES, AND LEGAL STATUS OF BILINGUAL EDUCATION

During the nineteenth century bilingual programs were commonplace throughout the United States though often privately established by groups of immigrants newly arrived in this country. After World War I, however, hostile attitudes surfaced on the part of established immigrant groups toward new immigrants from Southern and Eastern Europe, and these attitudes affected state and national education policies. Immigrant quota systems were developed and the public school system emerged as the major force in Americanizing the new immigrants. Laws were established which limited instruction in the schools to the English language, and the concept of bilingual education ended in the United States at that time.[4]

Bilingual education has had a relatively recent revival. In 1963 in Dade County, Florida, a significant experiment in bilingualism began in response to the sudden influx of Cuban students. Thereafter, in the nineteen-sixties, bilingual programs were established in Texas, California, Arizona, New Mexico, New Jersey, and the Virgin Islands.[5]

---

[4] New York City Board of Education, Bilingual Education in New York City. Prepared for the Pre-Service Training Program for Spanish-Speaking Bilingual Personnel, Title I Office, June 1971, pp. 2-3.

The Sputnik era and spread of mass communication beyond the borders of the United States, the increasing pressures of minority groups for cultural pluralism, the Cuban influx, along with research findings on the positive effects of bilingualism, all combined to give impetus to the rebirth of bilingual-bicultural education in the United States.

In 1968 the Federal Government recognized and gave support to bilingual education as a recommended instructional technique with the passage of the Bilingual Education Act. Title VII, Bilingual Education Programs of the United States Elementary and Secondary Education Act, passed by Congress on January 2, 1968, and subsequently referred to as the Bilingual Education Act purposefully states:

> The Congress hereby finds that one of the most acute educational problems in the United States is that which involves millions of children of limited English speaking ability because they come from environments where the dominant

---

[5] Ibid., p. 5.

> language is other than English....and that the urgent need is for comprehensive and cooperative action now on the local, State, and Federal levels to develop forward looking approaches to meet the serious learning difficulties faced by this substantial segment of the Nation's school age population....Such priority shall take into consideration the number of children of limited English-speaking ability between the ages of 3 and 18 in each state.

The Title VII statute provided funds to be used by local education agencies wishing to establish bilingual programs.

In 1970, the United States Department of Health, Education, and Welfare distributed a memorandum which specifically stated the Federal policy:

> Where inability to speak and understand the English language excludes national origin minority-group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiencies in order to open its instructional program to these students.

The Federal government's concern for providing equal educational opportunities to non-English speaking children had many subsequent ramifications, of course, at the State and local levels. In August 1972, the New York State Board of Regents published a position statement and proposed action on bilingual education for that state:

> The Board of Regents is committed to seeking effective solutions to the problems faced by non-English speaking children in the schools of New York State, even if major changes must be made in our educational system. The Board of Regents further believe that it is the duty of the school to provide programs which capitilize on the strengths of the non-English speaking child and his family. The Regents believe, finally, that any less commitment to the needs of the non-English speaking child will be inherently discriminatory and ultimately ineffective.[6]

In recognizing the need for changes in the schools inclusive of instructional materials, learning approaches, training of personnel, supportive curriculums, funding allocations, consultative assistance, assessment procedures, etc., the Regents established priorities in these areas.

The Fleishmann Commission Report, a comprehensive study on the quality, cost, and financing of education in New York State included a statement regarding children with English-language difficulties. The findings, published in October 1972, provided support for the position taken by the Board of Regents. The Fleishmann Report stated:

> Commission studies have found that too many children sit idly and silently in classrooms,

---

[6] Bilingual Education, op. cit., p. 10.

> divorced from the learning process simply because they do not understand English. Large numbers of children are classified as "mentally retarded" or "nonreaders" because they do not perform well on intelligence and reading tests administered in a language which is not native to them and with which they have insufficient facility. There is even evidence that children who are assigned to exclusively English-speaking classrooms not only fail to learn to read English but never acquire, or in some cases lose, the ability to read their native language.[7]

The Commission's thrust for every child to be afforded equal educational opportunity regardless of wealth, ethnicity or other accident of birth led it to recommend a bilingual program with a strong English-instruction component on a statewide basis for all children of limited English-speaking ability.

The legal status of bilingual education has been a court issue in various states in recent times. On January 21, 1974, the United States Supreme Court handed down a ruling in Lau v. Nichols. The case was summarized as follows:

> The failure of the San Francisco school system to provide special language instruction to

---

[7] The University of the State of New York, New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education, 2, October 1972, 6.35.

> approximately 1800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program and thus violates Section 601 of the Civil Rights Act of 1964, which bans discrimination by race, color, or national origin in any program receiving federal financial assistance, and the implementing regulations of the Department of Health, Education and Welfare.[8]

The Supreme Court ruling required the San Francisco school district to take affirmative remedial steps to correct the deficiency. The Lau v. Nichols decision has already had far-reaching results for non-English speaking students throughout the nation.

Last spring in Denver's school desegregation case, Keyes v. School District No. 1, a federal court called for the institution of a bilingual-bicultural program in elementary and secondary schools having large populations of Chicano families. In this school desegregation case the court thus seized the opportunity to order the Denver schools to be responsive to the special educational needs of both minority Black and Chicano children.[9]

---

[8] "Help Chinese Students, High Court Tells San Francisco," Education Daily, Washington, D.C., 7, No. 15, January 22, 1974, 1-2.

[9] Betty E. Sinowitz, "The Court Speaks Out," Today's Education, January-February 1975, pp. 83-84.

The Tenth United States Circuit Court of Appeals last summer ordered the Portales, New Mexico school system to begin a bilingual-bicultural program to assure that Spanish surnamed children would receive a meaningful education:

> Like the Supreme Court in the now-famous Lau decision involving Chinese-speaking students in San Francisco, the Circuit Court brushed aside a constitutional challenge to the Equal Protection clause of the 14th Amendment and found instead that Spanish surnamed students in Portales had been deprived of their rights under Title VI of the 1964 Civil Rights Act.[10]

Circuit Judge Delmas C. Hill notes that as students advanced to higher grades in Portales, a disproportionate number of Spanish surnamed students' achievement levels were lower than those attained by their Anglo peers and that their attendance and drop-out ratio were also disproportionate. The Judge then affirmed the District Court's plan requiring daily bilingual instruction in elementary schools and a "bicultural outlook" in as many subject areas as practical, as well as the employment of Spanish-surnamed professional staff.

---

[10] "Tenth Circuit Court Cites Lau, Orders Bilingual Education in Portales," Education Daily, Washington, D.C., 7, No. 161, August 20, 1974, 3.

Aspira v. Board of Education of the City of New York is another example of a landmark legal decision affecting bilingual education. Aspira had brought a class-action suit charging that the city school system failed to meet the needs of Spanish-speaking children, causing high truancy and drop-out rates amongst these youngsters. The New York City Board of Education agreed in Federal Court to work with Puerto Rican groups to establish a new program to improve the education of all Spanish-speaking students whose difficulties with English impede their learning. The consent decree was based on the Supreme Court's Lau decision. The new program would include intensive instruction in English, instruction in subject areas in Spanish, and reinforcement of the pupils' use of Spanish and reading comprehension in Spanish where a need is indicated.[11]

A significant objective of the new Bilingual Education Act, Title VII of the Education Amendments of 1974, signed into law by President Ford on August 21,1974, is to provide financial assistance to State and local educational agencies to develop and carry out activities at the preschool level for children of limited English-speaking ability. A national assessment of the education needs of children with limited English-speaking ability and the extent to which those needs are now being met at each governmental level is also called for in the law. The Commissioner of Education is supposed to prepare a plan by July 1977 to extend bilingual education programs to all preschool and elementary children of limited English-speaking ability and to train the necessary educational personnel.[12]

---

[11] Leonard Buder, "Bilingual Classes Agreed Upon Here," The New York Times, August 30, 1974, pp. 1, 30.

Perhaps the largest financial commitment to bilingual education to date has been made by the Federal government for the 1974-75 school year. Nearly 60 million dollars was awarded to 302 bilingual projects by the Office of Education for 35 states, the District of Columbia, and five territories. Title VII of the Elementary and Secondary Education Act, the funding source, provides money to local education agencies to develop and carry out programs for children whose families speak a language other than English in the home. California, New York, and Texas were the major recipients of these funds. The Lawrence Public Schools is one of these funded demonstration projects.

---

[12] "Preschool Bilingual Education," Education Daily, Washington, D. C., 7, No. 210, October 31, 1974, 4.

In light of these landmark policies and legal decisions with regard to the obligations of public schools under Title VI of the Civil Rights Act, it is necessary for schools, parents, and community groups to ensure that bilingual-bicultural programs are effectively developed and implemented where the need is so indicated.

A REVIEW OF THE RECENT LITERATURE REGARDING CULTURAL PLURALISM AND BILINGUAL EDUCATION

George Henderson, Professor of Human Relations and Education at the University of Oklahoma, cautions concerned curriculum planners:

> School districts which successfully design curricula for economic and ethnic diversity set in motion a memorable process. By this process their students can walk in dignity, eat a wholesome diet, sleep in a decent house, live in economic and social freedom, and, in the end, die a timely death unhurried by malnutrition and racism. Clearly, this is not much to ask of our schools; but it will be everything to refuse such an opportunity for our children.[13]

Many observers of society and education would agree that the quality of tomorrow's world will be in direct relationship to the effective preparation of today's youth. The extent to which our children will be able to accept responsibility, delegate authority, and cope with future needs and resources, will determine the success of the future. A crucial ingredient in the development of a health society is that people must feel good about themselves and respect the unique differences of others.

---

[13] George Henderson, "Toward Economic and Ethnic Diversity," Educational Leadership, 31, No. 7, April, 1974, 579.

The schools can provide the best arena and atmosphere for learning about and practicing the acceptance of a multi-cultural society.

There is an increasing recognition on the part of educators that American schooling must take into account this cultural pluralism. There have been recent curriculum adaptations implemented in many school systems that capitalize on the cultural diversity of our society. Peter Hackett, Associate Professor of Comparative Education at the University of Virginia at Charlottesville, feels that when teachers use a pluralistic curriculum they are more concerned with translating knowledge and integrating life's experiences rather than being mere impartors of information:

> It is only when one establishes and maintains meaning about one's own cultural experiences that the nature of other lives and cultures can be interpreted. In the final analysis, the celebration of awareness of American pluralism is vital for an interactive curriculum.[14]

Cultural pluralism is now recognized as the accepted concept regarding relationships between groups as opposed to former thrusts for assimilation of minority cultures.

---

[14] Peter Hackett, "We Celebrate Diversity in American Education," Educational Leadership, 31, No. 7, April 1974, 606.

Robert J. Havighurst, Professor of Education and Human Development at the University of Chicago, offers this definition of cultural pluralism:

1. Mutual appreciation and understanding of the various cultures in the society
2. Cooperation of the various groups in the civic and economic institutions of the society
3. Peaceful coexistence of diverse life styles, folkway, manners, language patterns, religious beliefs, and family structures
4. Automomy for each subcultural group to work out its own social future, as long as it does not interfere with the same right for the other group.[15]

Havighurst suggests that the goal of teaching cultural pluralism should be to enhance the self-esteem of the members of each subgroup and to help them retain and value their cultural heritage. He recommends that the history of each group be presented accurately, but positively. Teachers should be drawn most heavily but not exclusively from the members of the subgroup, senior citizens should be invited to participate as well as local musicians and artists, and wherever possible the native language should be employed.[16] Havighurst realizes that the major thrust in facilitating cultural pluralism through the educational system has of course been and will continue to be through programs of bilingual education.

---

[15] Robert J. Havighurst, "The American Indian: From Assimilation to Cultural Pluralism," *Educational Leadership*, 31, No. 7, April, 1974, 587.

[16] Havighurst, op. cit., p. 587.

Charles T. Williams, Associate Executive Secretary of the Minority Affairs Division of the Michigan Education Association, presents another meaningful definition of cultural pluralism:

> By cultural pluralism, I mean the realities of American history - the history that chronicles the struggles, tragedies, experiences, and contributions of all the peoples of the United States, the realities that indisputably illustrate that the blood shed in defending this country was and is culturally plural....[17]

Williams feels strongly that when the school reflects only the Anglo aspects of a pluralistic culture it damages the Anglo students as well in exposing them to only one perspective, one kind of world, and one that is of course unrealistic.

In consonance with our pluralistic society, the schools should maximize the cultural and economic options of students from all ethnic and income groups. Students from minority cultures should be educated to attain the skills necessary to function both within the dominant culture as well as within their ethnic cultures.

---

[17] Charles T. Williams, "Involving the Community in Implementing Cultural Pluralism," Educational Leadership, 32, No. 3, December, 1974, 170.

Educators should change the curriculum so that it will reflect the learning and cultural styles of children from minority groups in respect for their diversity and thus enhance their achievement.[18] By fostering cultural differences the schools will be maximizing education for democratic living.

Some educators hope for more idealistic responses from the educational community. Gwendolyn C. Baker, Assistant Professor of Education and Chairperson of the Multicultural Program at the School of Education at the University of Michigan, aspires to the development of multicultural objectives in all schools and for all pupils to be truly reflective of our diverse society. Baker feels that teachers need inservice as well as preservice training to attain this ideal, must favorably perceive the need for implementation of a multicultural curriculum, must teach the ethnic and cultural experience of the United States as it evolved, and integrate this teaching throughout the curriculum to include science, math, music, art, etc.[19] Professor Baker believes that multicultural education would be a reality rather than an idealistic dream if instruction was really based on meeting individual differences.

---

[18] Alfredo Castañeda, "Persisting Ideological Issues of Assimilation in America: Implications for Assessment Practices in Psychology and Education," In: Edgar G. Epps, editor, Cultural Pluralism, Berkeley, California: McCutchan Publishing Corporation, 1974, pp. 56-70.

This Practitioner would project Professor Baker's ideals one step further. When teacher attitudes are positive, supportive, and knowledgeable with regard to minority children and their cultures, the prediction of success in learning can be more positive and realistic. "High expectation through adequately planned assignments and respect are the key elements for success in classrooms of the culturally different."[20]

There have been several research studies conducted to assess the impact of instruction on young children of different cultural backgrounds. The implications of these studies are significant to the development of any bilingual-bicultural program:

---

[19] Gwendolyn C. Baker, "Instructional Priorities in a Culturally Pluralistic School," Educational Leadership, 32, No. 3, December, 1974, 176-178.

[20] Florence E. Lester Johnson, Alice M. Scales, and Gloria S. Smith, "Teachers' Attitudes Affect Their Work with Minorities," Educational Leadership, 32, No. 3, December, 1974, 198.

1. Learning and teaching are significantly affected by cultural orientation;
2. Values transmitted in the classroom stem from the teacher's own value system, and this, in turn, is determined by the teacher's social-class identification;
3. Different cultural populations have different learning styles and respond differently to various types of motification;
4. A child's ability or failure to learn depends to a significant extent on the degree to which the instructional program is compatible with his cultural characteristics.[21]

In view of these findings, it seems imperative to select bilingual teachers who possess special competencies in consonance with the distinctive characteristics of the minority group being taught, and to develop curricula that takes into account the cultural orientation and special characteristics of each group's identity. There should be different programs and varied curricula to meet the diverse needs of Puerto Rican children in New York City, Mexican American children in the Southwest, Indian children in Oklahoma, Chinese children in San Francisco, and Italian children in Nassau County. In addition, institutions of higher learning must develop field-based and competency-based programs of teacher training to staff these different programs.

---

[21] Max S. Casitillo and Josué Cruz, Jr., "Special Competencies for Teachers of Preschool Chicano Children: Rationale, Content and Assessment Process," Young Children, XXIX, September, 1974, 343.

David Ballesteros, Associate Professor and Director of the Teacher Corps at the University of Texas, presents five positive purposes for the child and school served by bilingual education:

> 1. It reduces retardation through ability to learn with the mother tongue immediately.
> 2. It reinforces the relations of the school and the home through a common communication bond.
> 3. It projects the individual into an atmosphere of personal identification, self-worth, and achievement.
> 4. It gives the student a base for success in the field of work.
> 5. It preserves and enriches the cultural and human resources of a people.[22]

Contrary to popular beliefs held in the past which equated non-English dominance with "disadvantaged," we now recognize that the bilingual-bicultural person is really "advantaged." Throughout much of the world bilingual education is not only accepted, but required in the schools. Switzerland, Belgium, Canada, Finland, and the Union of South Africa each mandate two official languages to be taught in all schools. In addition, many countries recognize and accept hundreds of dialects other than their official languages (China, U.S.S.R., India, Mexico, Paraguay, Peru, France).[23] The domestic and social needs of the United States indicate clearly the need for a multilingual-multicultural environment. In addition, much of the research with regard to bilingualism and how it affects intelligence indicates a positive relationship. The most significant study in this area was reported by McGill University psychologists Elizabeth Peal and Wallace Lambert. Their research indicated that ten year old French-English bilinguals scored higher both on verbal and nonverbal measures of intelligence.[24]

---

[22] David Ballesteros, "Bilingual Education in the 70's," The National Elementary Principal, L, No. 2, November, 1970, 27.

Many parents of monolingual English-speaking children are anxious to have their children become part of bilingual programs because they recognize the educational and economic value of being able to use two languages fluently in our society as an adult. An excellent example of how this kind of program enables the language and culture of a minority group to become an asset rather than a liability can be found in the Coral Way School in Miami, Florida for Cuban-American and Anglo-American children.[25]

---

[23] T. Andersson and M. Boyer, Bilingual Schooling in the United States, Austin, Texas: Southwest Educational Development Laboratory, 1970.

[24] New York State Education Department, Early Childhood Programs for Non-English Speaking Children, 1972, p. 15.

The most recent and significant portrayal of the dilemmas faced by Italian-American youngsters is presented by Richard Gambino in his book, Blood of My Blood.

> Italian-Americans, among others, desperately need educated ethnic awareness....They are confused, uneducated, and uninsightful about their background....The myth of being purely American is untenable logically, psychologically, and sociologically.[26]

Gambino pleads for a pluralistic society of creative ethnicities rather than chauvinistic ethnocentricism. In such a society each ethnic group is given equal treatment and respect. Gambino places the responsibility for fulfillment of this idealwith the American society. The Italian bilingual-bicultural program in the Lawrence Public Schools is one attempt to respond to the mandates and pleas presented in these pages for education that is reflective and responsive to the needs of all ethnic minorities with their rich cultural heritages and diverse language legacies.

---

[25] J. Lee Logan, "One Will Do But We Like Two," The National Elementary Principal, L, No. 2, November, 1970, 85-87.

[26] Richard Gambino, Blood of My Blood, Garden City, New York: Doubleday and Company, Inc., 1974, pp. 330-331.

DEVELOPMENT OF THE EARLY CHILDHOOD ITALIAN BILINGUAL-BICULTURAL PROGRAM

With this background and understanding of the problem stated, history, government policies and mandates, Supreme Court decisions, and recent literature regarding cultural pluralism in education, this Practitioner and other District administrators began to develop and implement a federally funded Italian bilingual-bicultural program for the children and families of the Lawrence Public Schools. This paper deals with the program developed, implemented, and directed by this Practitioner for the four, five, and six year old children in the District.

Bilingual Advisory Committee

In the Spring of 1974 a Bilingual Advisory Committee was formed inclusive of district administrators, parochial school personnel, parents, teachers, community agency personnel, as well as representatives of the Board of Education. The Advisory Committee met several times to discuss the needs assessment of the community and school district, to develop a philosophy and support for an Italian bilingual-bicultural project, to respond to initial proposals and plans for implementation, and to share in decision-making with regard to budget projections.

This Advisory Committee has continued to function throughout the school year. At regular meetings the Principals have presented the progress of the program, and the Committee has been involved in program planning, problem-solving, and future projections.[27] It is expected that during the 1975-76 school year, the Committee will take over its own leadership and direction altogether as recommended in the most recent Federal guidelines.

Initial Study

As the project plans proceeded in a positive direction, this Practitioner attended the National Convention of Elementary School Principals in Anaheim, California from April 27 through May 2, 1974 and participated in several workshops with regard to the "how and why of bilingual-bicultural education." In addition, this Practitioner visited the George Washington Primary School in Anaheim to observe its Mexican-American bilingual-bicultural program in action and to discuss its evolution with the project director, Mr. Mendez. Another interesting dimension of this conference was to meet Ms. Irene Romero of the Capistrano Unified School District in California and to discuss her bilingual project for children in kindergarten through grade three.

---

[27] APPENDIX A contains announcements and minutes of several Bilingual Advisory Committee meetings, the District Needs Assessment report used in planning the program, and the Committee membership roster.

It was at this conference and through discussions with the aforementioned bilingual project directors that ideas for implementation in the Number Four School in Lawrence began to be formulated.

Staffing

It was realized that a vital factor in facilitating the success of the bilingual program would be the selection of an outstanding staff of professionals and paraprofessionals. It was agreed by all administrators of the project to seek staff members who would be proficient in both Italian and English, from the community wherever feasible, as well as to secure where possible some male personnel as models in the program. It was further decided that the staff would be required to participate in preservice as well as inservice training to develop the teaching strategies and curriculum plans as well as to provide for ongoing articulation towards the realization of project goals. It was further hoped that the staff would foster regular, ongoing home contacts as well as home visits to stimulate parental interest in the educational program and in communication with the school. The staff was also expected to plan and implement parent workshops, seminars and visits to the school. In addition, it was felt that resource people from the community would be encouraged to volunteer their services and/or their expertise and experiences in particular areas of interest such as cooking, music, art, etc.

The staff was recruited during the summer of 1974[28] and selected to provide a balance in different areas of training and experiences:

> Teacher A: This staff member is specially trained in early childhood as well as being trilingual (Italian, Spanish, English). She has had classroom experience as well as experience as a Peace Corps Teacher Trainer and Director of Bilingual Headstart Programs. Her background enables her to coordinate the parent and community outreach program designed to help Italian-dominant

---

[28] APPENDIX B contains the selection criteria and job descriptions for the bilingual staff as well as their curriculum vitae.

parents speak, read, and write English. Her duties include the training of teacher aides to develop materials, curriculum and techniques for working with these adults.

Teacher B: This staff member is a curriculum writer and inservice instructor. She has had extensive experience as a lecturer in many colleges in the Metropolitan area. She is responsible for articulation of programs at each grade level and for Italian translations and comparisons.

Teacher C: This staff member has had experience teaching in public and parochial schools and is specially trained in Italian language skills. Her graduate work included concentration in elementary and bilingual education. This teacher was born in Italy, moved to the United States in her early years, and has maintained close family and cultural ties with her native land. Her understanding of Italian customs and heritage along with her interest and enthusiasm for teaching and sharing her pride as an Italian-American are inspirational to the children.

Teacher D: This staff member has had classroom experience on both the elementary and secondary levels. Her training includes a specialization in remedial reading and learning disabilities as well as in Italian. This teacher has particular expertise in working with underachieving children and demonstrates particular strengths in organizational skills related to curriculum development.

The paraprofessionals provide a link with the community since their homes and/or their family ties are located in the immediate neighborhood. Each is highly respected in the community and brings a special expertise to the program. One teacher aide and one family aide are male.

Teacher Aide A: This staff member possesses a Bachelor of Arts Degree and is doing graduate work in the arts. His ability to create original games and reproduce classroom materials is a great asset to the program.

Teacher Aide B: This staff member is particularly adept in working with Italian-dominant parents and is very attuned to their needs, customs, and interests. Her experience in teaching English to

Italian people at the Berlitz School in Italy facilitates her effectiveness in parent workshops.

Teacher Aide C: This staff member has experience as a community organizer, and has been a member of the Parent-Teachers Association as well as of the Central Council of Parents and Teachers in the school district. Through her efforts many parents have been encouraged to participate in school affairs.

Family Aide A: This staff member is President of the Italian-American Club of Inwood. His contacts have provided entrance into homes that have heretofore not been receptive to visits from school staff. In addition he is well traveled, scholarly, and skilled in creative crafts such as wood construction, drawing, etc. He shares these strengths in the bilingual classrooms.

Family Aide B: This staff member has worked in the Lawrence High School and knows many of the families and children in the bilingual program. This enables her to bridge the gap between home and school for many Italian families.

In addition, there are ancillary personnel in the school such as receptionists, custodians, secretaries, and other teacher aides of Italian heritage and language who contribute to the program although they are not specifically assigned to the bilingual project. They share their special skills (carpentry, sewing, painting, cooking, etc.), and contribute educational materials and artifacts (books, records, posters, pictures, recipes, etc.). Their encouragement and support have greatly enhanced the spirit of the program in the total school.

The bilingual staff is relieved of teaching responsibilities on Wednesday each week to write curriculum, develop materials, make home visits, provide language workshops for parents, and to test children. This day also provides opportunities for the administrators to meet regularly with the bilingual staff for articulation purposes, progress reports, ongoing evaluation, and recommendations for improvement of the program.

A Junior High School student is assigned to the bilingual classroom from 9:00 A.M. until 11:30 A.M. each morning. He is part of a Task Force Unit that provides an alternative program for Junior High School students who cannot cope with a full day's academic program. This student speaks both in English and Italian and the bilingual program affords him the opportunity to demonstrate proficiencies and leadership abilities in his assignments with the younger children. He receives credits in social studies for the time spent at the Early Childhood Center.

Three Italian-speaking High School students volunteer their time twice a week to also work in the bilingual classroom. These TESOL students (Teaching English to Students of Other Lands), recent arrivals themselves to the United States, have much empathy for their younger Italian-dominant compatriots, and warm relationships develop in this helping situation.

The bilingual early childhood teacher coordinates the work of the professionals, paraprofessionals, volunteers, Junior High School, and TESOL students in the program.

Organization of the Program

A meeting was held on October 3, 1974 in the Early Childhood Center to orient parents of four, five, and six year old children with the goals and philosophy of the bilingual-bicultural project, introduce them to the bilingual staff, present the guidelines for eligibility as well as plans for the program, elicit requests for placement of children into the bilingual classes, and to answer questions.

As a result of this meeting and additional recommendations received from the regular classroom teachers, 80 Italian-background children exhibiting deficiencies in language and/or communication were enrolled in the bilingual program at the Early Childhood Center by October, 1974.[29]

Grade Level	Number of Pupils Serviced
Pre-Kindergarten	11
Kindergarten	45
First Grade	24

The bilingual program crosses age and grade levels at the Early Childhood Center. The pre-kindergarten children spend the morning session in the bilingual classroom and after lunch and a rest period they attend a regular pre-kindergarten session. The kindergarten children spend half their regular session in the bilingual classroom, and the other half of their session is spent in their regular kindergarten classroom. First grade children spend half their afternoons in the bilingual classroom. The program operates four days per week for kindergarten and first grade youngsters, and five mornings per week for the pre-kindergarten children. Wednesdays are used for staff development and parent workshops. A bilingual teacher aide assists a prekindergarten teacher in servicing the four year old children on Wednesday mornings so as to provide these children with an ongoing day care program each week.

---

[29] APPENDIX C contains "Diagnosis of Foreign-Language Speaking Needs," basis for admission to the program.

The instructional program provides learning experiences in Italian in all subject areas of the curriculum with English as a second language for 20 to 30 percent of the day. Teacher judgment is used as the children progress in the program to determine the percentage of time for which each language is used for instruction.

The bilingual program operates in an open classroom atmosphere utilizing informal approaches to early childhood education. However, curriculum materials and activities are carefully planned and structured so as to provide a well-organized, orderly environment in which young children can achieve success while developing independence and a sense of responsibility for people, places, and equipment. Differentiated staffing (teachers, teacher aides, family aides, parent volunteers, Junior and Senior High School students) in the program facilitates much small group and individualized instruction.

Books written in Italian for young children, special furniture and equipment (listening center, etc.), carpeting, games, puzzles, beginning reading and language programs, as well as general supplies were specially ordered for the bilingual classroom. In addition, building custodians repainted the bilingual classroom, resurfaced its chalk boards, recorked its bulletin board, and built shelves on their own time during weekends and holidays in their eager anticipation of the program.[29]

Parent Involvement and Community Outreach

Several dimensions for parent involvement and community outreach have been developed in the bilingual program to foster participation on the part of foreign language parents in both the school and community as well as support for the philosophy and goals of the project.

The bilingual staff organizes presentations, sample materials, and activities to orient parents to the curriculum and organization of the program. Monthly meetings are held in the classroom, coffee is served, slides and films of the children learning in the program are shown, and workshops are conducted with a "hands on" approach. In this manner parents "learn by doing" much as their children do in the program.

---

[29] APPENDIX C contains the correspondence and applications for admission to the bilingual program (all communications are written in both English and Italian for parents), as well as initial purchase orders for supplies, materials, and equipment.

A Back-to-School Night in November included a visit to the bilingual classroom by the parents accompanied by their children. The bilingual staff was present to meet the families and answer any questions about the program.

The general PTA meeting in December was organized to include a tour of the bilingual classroom and a presentation by the bilingual staff to orient other parents to the goals, philosophy, and program of the bilingual-bicultural project.

All notices (such as recipes, kindergarten registration, school closings, etc.) and invitations to attend PTA functions are distributed in both English and Italian translations so as to encourage participation on the part of Italian parents. Members of the bilingual staff are always present at these meetings to translate for Italian-dominant parents. PTA meetings feature guest speakers, films, problem-solving sessions, luncheons, teas, materials workshops, etc. A breakfast for parents scheduled from 7:00 to 8:30 A.M. in April provided further opportunity for the Italian working parents to participate in school activities.

Semi-monthly Wednesday workshops are conducted in the Early Childhood Center by the bilingual staff to teach English language and writing skills to Italian-dominant parents. Simultaneous workshops are conducted to teach Italian to English-dominant parents. Both groups are thus offered the advantages of a bilingual program. Parents are encouraged to bring their younger children with them and teacher aides provide play materials and babysitting services during the workshops. Sometimes the children stay with their parents and also attend the learning sessions. Bilingual teachers, teacher aides, and family aides develop the curriculum and materials for use in the parent language workshops.

In addition, the bilingual staff conducts semi-monthly Wednesday workshops at a local clothing factory (Gay Togs) located in the target area of Inwood. At these workshops English speaking, reading, and writing are taught during each of two lunch sessions which extend from 11:30 A.M. to 1:00 P.M. to Italian-dominant parents who work at the factory. Homework assignments are left with the parent-workers for them to complete during the two week intervals between workshop sessions. Some of the children in the bilingual program were taken on a trip to this factory in March to observe the process of clothing manufacturing, and more important, to see their family members in the world of work and observe what they actually do in the factory.

The Early Childhood Center is also opened for use at night and on occasional Sundays for meetings of the Inwood Italian-American Club, "Centro Della Comunita Italo-Americana di Nassau." This club is a non-profit organization devoted to enhancing the Italian and American cultures as well as helping Italians within the community. Youngsters, in particular, are helped through sports and recreational activities. This organization's President works for the school district as a family aide in the bilingual program. His rapport with the community is invaluable. Thus the school tries to meet the needs of the community and serve as a resource to them with the resources of the bilingual-bicultural project.

Parent volunteers are recruited to work on a regular basis in the bilingual classroom with small groups and/or individual children. A training workshop is provided in advance to present techniques and materials for use with the children, to ascertain and explore the special interests and skills of the parent volunteers, and to arrange a classroom schedule for each. There are at present four parent volunteers working in the program on a regular weekly basis. The bilingual early childhood teacher plans with the volunteers each week, before the arrival of the children, to ensure that meaningful activities are carried out and to update the volunteer's information and knowledge of the program.

The bilingual staff members also assist classroom teachers and administrators in conferences with Italian-dominant parents. The bilingual staff members help in translating and interpreting for parents so that these conferences are made more meaningful and worthwhile. This help is also available to the secretaries in the Early Childhood Center during registration periods and also when Italian-dominant parents come to school with special requests for placements and programs for their children.

It is hoped that the parent involvement and community outreach will encourage Italian-background parents to:

- participate in classroom activities and trips

- participate in PTA or the Bilingual Advisory Committee
- volunteer to work in the school
- begin or complete activities for obtaining citizenship
- learn to speak, read, and write English and Italian more fluently
- help generate positive attitudes toward the school district
- feel pride in their native heritage and contributions
- recognize and appreciate the cultural contributions of others
- counsel more frequently with their children's teachers and become involved with the planning of future educational options for their children.

The administrators as well as the bilingual staff in the Lawrence Public Schools feel that the parent involvement and community outreach components are vital to the success of the bilingual-bicultural project.[30]

---

[30] APPENDIX D contains announcements for parent meetings, workshops, etc.; samples of parent notices translated into Italian; schedules, agendas, and sample curriculum materials used for parent workshops; communications from the Italian-American Club of Inwood; program for parent volunteers.

Staff Development

Staff development began in late August, 1974. A curriculum consultant/teacher trainer from Brooklyn College, part of The University of the City of New York, Dr. Lynne Jasick, was secured to develop with the bilingual staff the framework and format for the curriculum, the teaching strategies, as well as tentative classroom activities. The consultant worked five days per week through mid-October training the bilingual staff to brainstorm ideas, research facts, and outline units. Dr. Jasick has continued to consult with the project on a more limited basis throughout the school year, monitoring and advising staff in the development of the program.

Additional help and encouragement were provided by Dr. Antonelli and Dr. Gambino from Queens College, part of The University of the City of New York. Much information regarding bilingual education has also been shared with us by Mrs. Rosemary Levi who works with District 32 in Brooklyn, by Mr. Giomondo and the staff of the New York City Board of Education Bilingual Resource Center, by the Nassau BOCES Bilingual Resource Center, as well as by Sister Maria Ramirez of the New York State Education Bilingual Unit.

Curriculum materials for an Italian bilingual-bicultural program were found to be so limited after an exhaustive search, that the bilingual staff recognized the need for an immediate, creative, and energetic effort to develop original materials and curriculum for the Lawrence Public Schools' bilingual project.

Staff goals were developed. It was hoped that staff members would:

- refine their skills in both languages so as to serve as excellent models to children in the project
- develop specific skills in teaching various subject areas in Italian
- take additional professional courses to become more proficient in their teaching
- develop good relationships with other teachers who have responsibilities for teaching the same children
- help other staff members with translations and understanding of the Italian language and customs
- elicit parent participation and suggestions
- use innovative teaching ideas and techniques
- support program ideals and the ideals of the local school district

- cooperate with Principals and the Bilingual Advisory Committee to ensure appropriate follow-through and articulation between grade levels.

Members of the bilingual staff attended several conferences throughout New York State and visited several bilingual programs in operation in New York City. These conferences and visits were written up and duplicated by the staff members who were in attendance and the materials were later shared with the remaining staff.[31] One of the best conferences attended was in Syracuse, New York in October 1974 and focused on "English to Speakers of Other Languages and Bilingual Education." Staff agreed that the best program visited was the Spanish bilingual program at Public School 25 in the East Bronx. The program operates in open classrooms, similar to the teaching style modeled in the Early Childhood Center of the Lawrence Public Schools.

The staff also participates in workshops for making materials such as card games in Italian, board games, puzzles, children's booklets, etc. These workshops are led by a bilingual staff member who has had some experience in writing and drawing.

---

[31] APPENDIX E contains the summaries of visits made and conferences attended by staff members in the bilingual project.

Articulation

This Practitioner has found that an innovative program has the best chance for success in a school atmosphere that is both supportive and cooperative of the project. Unless there is communication and articulation between the project staff and the building staff, the program can operate in isolation and cause problems in scheduling, differing philosophies, and conflicting teaching approaches. With these factors in mind, this Practitioner encouraged the bilingual staff to become part of the "teaching team" of the Early Childhood Center.

The bilingual staff is invited to participate at grade level meetings as well as at monthly faculty meetings. The bilingual teacher worked with the kindergarten teachers' curriculum committee in developing a set of expected competencies for five year olds in both math and reading readiness. This helped the bilingual teacher in the development of her curriculum for young children to foster internal consistencies. At grade level meetings time is devoted to articulating the curriculum being taught in both the bilingual room and in the regular classrooms. In addition, the grade level meetings afford opportunities for the staff to discuss individual children and how they function in both settings. The same concepts are often presented in Italian during one session of the day by the bilingual staff and they are followed up in the child's regular classroom in English using different materials. Thus, reinforcement is built into the program as well as opportunities to compare the progress of the children in both languages.

The bilingual staff prepared detailed articulation reports which were presented in December and again in March at the general faculty meetings after school. Discussions were lengthy during these sessions and teachers exhibited much interest in the approaches, activities, and materials being used in the project. One meeting was held in the bilingual classroom affording other teachers and aides the opportunity to observe and explore the materials and the classroom first-hand. A film of the bilingual program was also shown and the pre and post testing procedures were clarified.

These meetings served to stimulate the interest of the building staff and in particular a desire on their part to learn Italian. As a result of this expressed interest, the administrators in the program proposed that an inservice course be developed in Italian conversation for building staff; professionals, paraprofessionals, secretaries, etc. This recommendation was approved and supported by the Superintendent and an inservice program evolved. An eight-session course on Monday afternoons was offered with inservice credit for teachers of the project schools. Because this course was over-subscribed, another eight-session course for the nonprofessional staff was offered on Wednesday afternoons with compensatory time provided. The response to these courses was extremely enthusiastic. Twenty teachers regularly attended the Monday sessions, fifteen of whom are from the Early Childhood Center. Ten nonprofessionals (teacher aides, health advisor, secretaries, and receptionists) attended the Wednesday sessions, nine of whom work at the Early Childhood Center. The curriculum for the inservice courses includes vocabulary helpful in communicating with a child in the classroom as well as in communicating with parents regarding their child's progress in school. The focus of the course is on practical, useful conversation as requested by the faculty.

Articulation between the bilingual staff members in the three project schools takes place during the Wednesday staff development sessions. During these sessions curriculum is developed, a course of study is refined, and materials and ideas are shared. Follow through for children leaving the Early Childhood Center is given much consideration in the development of the bilingual project.

Articulation also takes place on the administrative level. Administrators in the project schools meet regularly with the Director of Special Improvement Programs, Mr. Jerome Harris, and with the Assistant Superintendent for Instruction, Dr. Albert Eichel, to share ideas, discuss the progress of the program, develop strategies for improvement, and find solutions to problems that surface. For example, one such meeting was used to discuss the problem that bilingual staff is encountering in terms of the large numbers of pupils being serviced. The ratio of pupils per teacher is very high and tentative solutions have been proposed for next year such as reducing the number of grade levels for which each teacher will be responsible. These meetings serve to coordinate the program on a district-wide basis as well as to provide opportunities to enlist the support and encouragement of Central Administrators for the bilingual project which is then followed through with members of the Board of Education.[32]

Additional opportunities for articulation within the program are afforded when bilingual aides accompany the school nurse and groups of Italian children with their parents to the dental clinic and local health center for examinations and follow-up work. In this way the bilingual staff participates in many aspects of the cooperative programs between the school and community agencies.

---

[32] APPENDIX F contains articulation reports of the bilingual program, the organization and development of the inservice course for building staff, sample curriculum materials used in this course, as well as an articulation report on the administrative level.

CURRICULUM DEVELOPMENT

Curriculum development is an important component of the Early Childhood Italian Bilingual Program. One of the original objectives of the project is to develop a curriculum and instructional materials in Italian since there is so little that presently exists in this language for bilingual teaching.

Approach and Activities

Preliminary curriculum development began late in August 1974 with the help of a consultant, Dr. Lynne Jasick, Assistant Professor, Brooklyn College. Since November 1974, the staff has been assisted in curriculum writing and in the development of materials by Mrs. Aurora Biuso O'Brien, Lecturer, Brooklyn College. In addition, the Principals of the project schools meet with the bilingual staff to monitor the curriculum development and ensure that the material being developed is appropriate to the designated grade level as well as to review the objectives of each unit.

It was agreed that the early childhood curriculum would be based on behavioral objectives and classroom activities to meet these objectives. The curriculum is developed into units related to the child's self-awareness, the school, family, community, native heritage, and finally, the larger world. This curriculum relates in theme and philosophy to the curriculum being taught in the regular classrooms of the Early Childhood Center.

The units include lessons in developing the following major skill areas: language skills, visual skills, motor skills, auditory skills, and problem-solving skills. All of the units involve the children physically, intellectually, and emotionally in a "learning by doing," experiential approach with the use of concrete materials. The units, wherever possible, are developed as integrated components inclusive of language (Italian and English), dramatic play, music, art, social studies, science, and mathematics.

Social studies units are developed to foster an awareness, understanding, and appreciation of the Italian cultural heritage through music, art, visual literacy, trips, cooking, as well as value clarification activities and techniques. Career education is another component of the curriculum designed to expand options and choices in later life and to expand young children's thinking and conceptualizations in this area. In addition, the mathematics curriculum includes some concepts in the metric as well as the decimal system. For example, the children were measured in October in centimeters as well as inches, and these figures will be compared with their measurements in June.

Activities in the early childhood bilingual classes include:

Cooking - ethnic focus - preparation of traditional Italian special holiday and festive dishes, development of recipes, measurement concepts

Trips - neighborhood - local clothing factory (Gay Togs) - to visit parents of children in the program and to observe the process of clothing manufacturing

Woodworking - construction - Pinocchio puppets

Listening Center - books, cassettes, and records in Italian and English

Blockbuilding - development of balance, spatial and number relationships

Creative Arts - painting, music, rhythms, etc.

Physical Education - movement, use of the balance beam, climbing gym, etc.

Reading Readiness - labeling of materials, artifacts, and equipment in Italian and English, Development of experience stories in both languages, and use of the Alpha I beginning reading program adapted to both languages

Storytelling and Snack Time - conversation, listening, auditory memory.

These experiences and activities for young children are designed to foster learning in the cognitive domain as well as in the social, emotional, and physical development areas.

All of the special resources and facilities of the Early Childhood Center are used for the bilingual program. These include:

Safety Village - to teach pedestrian, driver, and traffic safety with the use of real signs, traffic lights, and small vehicles (bicycles, cars, etc.), on a miniature village construction site - international signs are translated into Italian.

Sight, Sound, and Touch Museum - to provide young children with the opportunity to explore firsthand the world of color, shape, size, etc.

Learning Center - to facilitate exploration of small animals and plants raised and nutured in the school (snakes, mice, rabbits, gerbils, gardens, etc.)

Open-Space, Multipurpose Auditorium - for performances and fiestas with the participation of local artists, musicians, cooks, etc.

Curriculum Modules

The curriculum components completed to date include:[33]

Unit I - Learning About Ourselves: Who Am I?
Learning About Each Other
Our School
Safety

Unit II - Learning About Our Families
Animals and Pets
The House and its Components
Occupations
Hobbies
Food

The curriculum components currently being developed include:

Unit III - Where Do We Live (facilities, and resources within the community, special people and cultural events, and community structure).

---

[33] APPENDIX G contains outlines of Curriculum Units I, II, and III. The complete curriculum modules and materials developed to date for the Early Childhood Center are included in a separate addendum submitted with this practicum report.

EVALUATION DESIGN

An evaluation segment of the bilingual program was designed to assess the program in terms of its stated objectives.

The Peabody Picture Vocabulary Test (PPVT) translated into Italian was administered as a pre and post test to the eleven pre-kindergarten children in the bilingual program. This test measures the level of a child's receptive language ability and the breadth of cultural exposure. The results are expressed in terms of age equivalents and the pre and post scores were compared to ascertain growth in these areas for the pre-kindergarten bilingual children. The PPVT is an individually administered test requiring from five to fifteen minutes, depending on the verbal skills of the child. The examiner reads the stimulus word and the subject responds by pointing to, giving the number of, or otherwise indicating the picture best illustrating the word. This test was administered to the youngsters by the bilingual teacher and the bilingual aide in October 1974, and again in May 1975.

The Metropolitan Readiness Tests, Form A, were administered to all kindergarten children in the Early Childhood Center in May 1975. The achievement results of the 42 kindergarten children in the bilingual program are compared to that of their 293 English-background counterparts in the mainstream to ascertain their levels of achievement and degree of parity. The Metropolitan Readiness Tests measure the extent to which kindergarten children have developed in the various skills and abilities that supposedly contribute to readiness for first-grade instruction. The areas assessed include word meaning, listening, matching, alphabet recognition, number knowledge, and figure copying. These are group tests which were administered to the kindergarten children by their classroom teachers in three sessions, each requiring approximately 30 minutes. The results of the tests yield a total raw score measure which was used in the analysis.

The Gates-MacGinitie Reading Tests, Primary A, were administered to all first grade children in the Early Childhood Center in May 1975. The achievement results of the 24 first grade children in the bilingual program were compared to that of their 98 English-background counterparts in the mainstream to measure their levels of achievement and degree of parity. These tests consist of two parts: Vocabulary and Comprehension. The Vocabulary Test samples the child's ability to recognize or analyze isolated words whereas the Comprehension Test measures the child's ability to read and understand whole sentences and paragraphs. These are group tests that were administered by the classroom teachers in two sessions requiring 15 minutes for vocabulary and 25 minutes for comprehension. The Gates-MacGinitie Tests yield a total standard score recommended for use in analysis in its Technical Manual.

Due to the highly unequal numbers of the two groups being compared in both kindergarten and first grade groups, the unpooled version of the t test (t^*) was used with solution for effective degrees of freedom given by Kirk.[34]

The progress of the children in the bilingual program will be monitored as they proceed through the elementary grades to determine whether or not they succeed in the mainstream of the educational system. It is hoped that a decrease in their enrollment in remedial classes will be evidenced.

---

[34] R. E. Kirk, Experimental Design: Procedures for the Behavioral Sciences, Belmont, California: Brooks/Cole, 1968, p. 98.

The recognition and appreciation of the Italian heritage, culture, and language on the part of the children, staff, and parents was assessed in the Early Childhood Center by teacher observations and evaluations as well as parent reactions.

Parent involvement and community contacts with the school and with the bilingual staff were monitored throughout the school year. In addition, pre and post attitudinal surveys were made to assess parents' feelings about the school as a result of the bilingual program.

Several other components of the program are assessed qualitatively. These include the effectiveness of the Bilingual Advisory Committee, the bilingual staff, and the organization of the program. It is also important to assess the impact of the bilingual program in terms of its effect on other building staff and the regular classroom program. Reactions of building staff (teachers, pre-kindergarten director, aides, and ancillary personnel) regarding the relationship of the bilingual program to themselves, their classrooms, the children, and parents are significant. Evaluations by outside agencies

(Nassau County BOCES Bilingual Resource Center, and the Bilingual Education Unit of the New York State Education Department) who have monitored the program are included in the program evaluation.[35]

---

[35] APPENDIX H contains sample tests, parental attitude survey scales, and staff evaluation forms.

ANALYSIS OF THE DATA

The children began the bilingual program in October 1974 and were pre-tested at that time. After seven months' exposure to the program, the children were post-tested in May 1975. The analysis of the testing program is presented by grade levels.

Pre-Kindergarten

The Peabody Picture Vocabulary Test (PPVT), measuring receptive language ability and breadth of cultural exposure was translated into Italian and administered to the 11 pre-kindergarten bilingual children. The results are very interesting. Table 1 shows each child's chronological age (C.A.) in October as well as in May, and each child's age equivalent scores for the pre and post tests. The difference score for the seven month period is also indicated.

At the beginning of the program six of the eleven four year olds were untestable. The bilingual staff reported that these children were embarrassed to respond to their native language at that time. The post testing results of these six children show gains of 27 to 48 months. After seven months' exposure to the program, these children

TABLE 1

Pre and Post Peabody Picture Vocabulary Test (PPVT): Age Equivalent Scores of Bilingual Pre-Kindergarten Children

	Pre Test October 1974		Post Test May 1975		Difference Score in Months
Name	C.A.	PPVT Age Equivalent Scores	C.A.	PPVT Age Equivalent Scores	
Frances	4-5	1-11	5-0	3-2	+15
Teresa	4-10	--	5-5	2-4	+28
Concetta	4-9	--	5-4	4-0	+48
Maria	4-6	--	5-1	2-3	+27
Antonio	4-6	--	5-1	3-10	+46
Salvatore	4-9	2-4	5-4	3-10	+18
Gianluca	4-10	--	5-5	3-9	+45
Maria	4-9	3-9	5-4	5-2	+17
Donato	4-7	--	5-2	3-10	+46
Savino	4-3	3-7	4-10	4-5	+10
Lisa	4-6	3-4	5-1	5-5	+25

appeared comfortable in using their native language in school and were testable. This seems to account for the dramatic increase in their PPVT scores. The decrease in reluctance to communicate in their native language could be due to less negative feelings about being of Italian background. This improvement could be a direct result of the bilingual program.

The other five pre-kindergarten children showed gains of 10 to 25 months after seven months' exposure to the bilingual program. Children are eligible for the pre-kindergarten program on the basis of economic and family need, cultural deprivation, foreign language background, and/or emotional needs. The children in the bilingual program are disadvantaged in one or more of these areas, and therefore, low PPVT scores would be anticipated upon their entrance into school. Considering these background factors, this Practitioner feels that the major gains in receptive language ability and breadth of cultural exposure made by these four year old children may be attributable to the bilingual pre-kindergarten program.

These pre-kindergarten children will be continued in the bilingual program and their progress monitored as they proceed through kindergarten and into the elementary grades. It will be interesting to observe their school functioning and achievement levels since they were the first and youngest group to participate in the bilingual program.

A most interesting case study was dramatized with regard to a pre-kindergarten child in the program:

> Antonio was nonverbal, fearful of his peers, and unrelated to adults including his mother who brought him to school. He would hide in the clothing closet in his classroom, refuse to take off his coat, and remain upset all day. The breakthrough for this youngster occurred when his classroom teacher recommended him for the bilingual program in October. Antonio was befriended by other Italian-dominant children in the bilingual classroom and related to them. He also responded to the bilingual teacher and began to communicate. After several weeks his relatedness began to carry over into his regular classroom. Antonio

became outgoing, very communicative, and well-related to peers and adults.

The staff has been most impressed with this youngster's dramatic progress, change in attitude, and growth in areas of classroom functioning. It is felt that these advances are directly related to the bilingual program.

Kindergarten

The Metropolitan Readiness Tests were administered to all kindergarten children in May 1975. Table 2 contains the mean scores, standard deviation, and t^* test results for kindergarten children in the bilingual program as compared to their counterparts in the mainstream.

The mean score for the bilingual children was 64.98. This was compared with the mean score of the English-dominant children which was 66.46. The t^* test was not significant at the .05 level showing that the two groups did not significantly differ in their mean scores. Thus, the bilingual kindergarten children did not appear to differ from their counterparts in the mainstream with regard to their readiness for first grade work at the end of the kindergarten year.

TABLE 2

Comparison of Metropolitan Readiness Tests:
Total Scores for Kindergarten Children, May 1975

Group	N	Mean	S.D.
Bilingual	42	64.98	14.29
Mainstream	293	66.46	14.53

$t^* = -0.628$ with 53.89 effective degrees of freedom
not significant at the .05 level

The bilingual children will continue in the program next year and their achievement levels will be monitored as they proceed into the elementary grades to determine their long-range functioning in school. Disparities generally become more evident and greater amongst children as more formal academic work is introduced in the elementary grades.

First Grade

The Gates-MacGinitie Reading Tests were administered to all first graders in the Early Childhood Center in May 1975. Table 3 contains the mean scores, standard deviation, and t^* test result for first graders in the bilingual program as compared to their counterparts in the mainstream.

The mean score for the bilingual children was 50.04. This was compared with the mean score of the English-dominant first graders which was 53.48. The t^* test was not significant at the .05 level showing that the two groups did not differ significantly in their mean scores. Thus, the bilingual first graders did not appear to differ from their counterparts in the mainstream on the primary reading tests at this level. The progress of these first

TABLE 3

Comparison of Gates-MacGinitie Reading Tests:
Standard Scores for First Grade Children, May 1975

Group	N	Mean	S.D.
Bilingual	24	50.04	11.59
Mainstream	98	53.48	10.39

t^{*} = -1.329 with 32.66 effective degrees of freedom
not significant at the .05 level

graders will be monitored as they proceed into the elementary grades to determine their success in the mainstream classes.

A survey showed that during the past school year (1974-75), three Italian-background youngsters were retained in first grade at the Early Childhood Center as a result of language difficulties and deficiencies in classroom functioning. In addition, fourteen other Italian-background children were recommended for sensitive placement in second grade. This year no Italian-background children are being recommended for retention, and eight are being recommended for sensitive placement in second grade for the 1975-76 school year. Thus, there is some decrease in both figures (retention and sensitive placement) for next year which may be a result of the bilingual program.

A recent survey was conducted in the Lawrence Public Schools to determine the number of children in grades 3 through 6 who are in remedial reading classes. The results showed that of the 4000 elementary school children, 406 are receiving this remediation, 191 of whom are of Italian background. Considering that 27 percent of the school population is of Italian background, their percentage figure (47 percent) in remedial reading classes is very high. It is hoped that the bilingual program will make a difference in preventing this degree of deficiency in school functioning on the part of Italian-background children as they move through the elementary grades.

Development of an Appreciation of Cultural Pluralism

Classroom teachers' evaluations were elicited with regard to the recognition and appreciation of the Italian culture and language on the part of children, parents, and themselves. Teachers stated:

> ...Children became aware of languages besides English...Italian holidays, special foods, etc.
>
> ...English-background children have developed good social relationships with the Italian-background children with whom they work in the classroom.
>
> ...English-background children think Italian must be fun to speak.
>
> ...The children are playing together after school according to their parents.
>
> ...I have taken the conversational Italian class and have begun to relate to the children in a different way. I have also used the bilingual staff to write notes to parents in Italian...This has helped me to relate to the families better.

> ...I seem to have had more contact with bilingual parents this year. These parents seem much more spontaneous in communication about school matters.

Curriculum projects and carry-over effects of the bilingual program into the regular early childhood classrooms indicate a conscious effort on the part of classroom teachers to foster cultural pluralism.

Fifteen teachers in the Early Childhood Center enrolled in the Italian conversation course and nine paraprofessionals and ancillary personnel participated in addition. Their interest and attempts to communicate with Italian-speaking children and parents are most positive and supportive in the school. In addition, two custodians have spent their own time on weekends building shelves in the bilingual classroom, painting cabinets, and generally helping to make the room more attractive and appealing.

The Parent-Teachers' Association has also made overt efforts to involve Italian-background parents in meetings and on planning committees. Each year in May there is a covered dish supper for parents and children. This year PTA sent a special invitation to the Italian families asking them to contribute their special foods for the supper. In addition, PTA has nominated two Italian-background mothers for positions on their Executive Board for the 1975-76 school year.

These responses on the part of English-background children, parents, and staff in the Early Childhood Center are indicative of a more conscious awareness, appreciation, and recognition of the positive aspects of a multi-cultural society. This awareness has obviously emerged in the Early Childhood Center this year as a result of the Italian bilingual-bicultural program.

Parent Involvement and Community Outreach

Attendance of Italian-background parents at school-sponsored workshops, meetings, and conferences has been most positive. Several meetings were monitored for attendance. Table 4 shows the meetings monitored, dates held, total number of parents, and the number of Italian-background parents in attendance.

As indicated in Table 4, significant numbers of parents of children in the bilingual program were generally in attendance at school functions except for their attendance at the March 19th meeting. The bilingual staff felt that this was due to the topic of sex education which is very threatening to Italian-background parents because of its religious and moral implications.

TABLE 4

Parent Attendance Records at Meetings and Workshops

Meetings and Workshops	Total Number of Parents in Attendance	Number of Italian-Background Parents
October 3, 1974 (Orientation Meeting Bilingual Program)	44	29
November 6, 1974 (Workshop: Parent Volunteers)	8	6
November 13, 1974 (Back-to-School Night)	40	27
November 20, 1974 (Parent Workshop)	18	13
December 11, 1974 (Parent Workshop)	12	8
December 18, 1974 (Special Programs at the Number Four School)	16	9
February 26, 1975 (Parent Education Conference: How Do Your Children Grow?)	25	10
March 12, 1975 (Open Meeting: Bilingual Advisory Committee)	55	40
March 19, 1975 (Parent Education Conference: The Birds - The Bees - The Stork)	35	2
April 22, 1975 (Working Parents Breakfast)	75	23
TOTALS	328	167

It is felt by staff and administrators that Italian-background parents felt much more comfortable in school contacts this year than has been evidenced in previous years. A survey of the 1973-74 school year's records show an average of five Italian-background parents in attendance at meetings as compared with this year's average of seventeen. It is also felt that having bilingual staff present to translate at meetings made the meetings more meaningful and worthwhile to the Italian-dominant parents. In addition, all notices sent to these parents this year were translated into Italian which also encouraged their attendance at school functions.

Six parent volunteers were trained and four worked regularly one day per week in the bilingual program throughout the school year. They provided invaluable assistance in the classroom and facilitated small group instruction. The bilingual teacher is most impressed with the commitment and enthusiasm of these volunteers in the program.

In the parent outreach program at the local clothing factory, the bilingual staff worked with 30 Italian-dominant working parents on a semi-monthly basis. These parents expressed their enthusiasm and appreciation of the school's effort to help them speak, read, and write English. One man in this group is applying for citizenship and he received individual attention during these sessions. It is felt by all staff who participated in the outreach program that this effort is extremely worthwhile and it has been recommended for continuance next year. The school district has never before had so much contact with Italian-dominant parents.

Over 200 Italian parents and children participated in a party at the Early Childhood Center one Sunday in March. This event was sponsored by the Italian-American Club in Inwood. The use of the school facility by the Italian community is a reflection of positive interaction.

Several interesting serendipities also occurred during the year with Italian-dominant parents as a result of the bilingual program. One Italian-dominant father who has a sixth grader in another elementary school in the District came to the Early Childhood Center to request help for this child. A family aide was sent with the father to meet with his child's Principal to discuss the problem. This parent stated that he came to the Early

Childhood Center because he knew he would be understood there.

Another parent wrote to her representative in the New York State Assembly in Italian requesting that he support funding for Pre-Kindergarten programs. Her son is one of the four year olds in the bilingual program.[36]

For the past twenty years the vote for the school budget has been negative in the predominantly Italian area of Inwood. This year the Inwood community voted for the school budget, helping to pass it for the 1975-76 school year. There are strong indications from Italian parents' comments that they see the bilingual program as directly beneficial to their children and therefore are feeling more positive toward the school district and towards the school budget.

These are just a few examples of the ripple effect of the bilingual program in the life of the school and the school district this year.

In addition, a pre and post attitudinal survey was made to assess parents' feelings towards the school.

---

[36] APPENDIX H contains the complete text of this letter.

Questions were asked and responses recorded in terms of often, sometimes, or never. The survey was mailed to parents in Italian and English. The parental responses were few for both pre and post surveys and those who responded did not answer every question. Twenty-eight parents responded to the first survey in November and forty parents responded in May. The second survey included two yes/no questions regarding attendance at parent conferences and/or workshops, and regarding continuance of the bilingual program. Thirty out of forty parents responded that they had attended more conferences this year, ten did not respond to the question at all, and all forty responded that they would like the bilingual program to continue next year. Table 5 contains a summary of the survey results.

Although the number of responses was better on the post attitudinal survey, it was still only fifty percent of the total number of parents to whom the questionnaire was sent. However, the changes in attitude are all in a positive direction generally indicating shifts from "sometimes" to "often." The bilingual aides felt that most of the parents were too busy working and homemaking to respond to the survey.

TABLE 5

Pre and Post Responses to Parental Attitude Survey

Question		Often	Sometimes	Never
Teachers were aware of my child's language needs	Pre Post	2 35	15 5	6 0
Workshops were related to my interests	Pre Post	4 30	2 8	0 1
Translators made conferences meaningful	Pre Post	2 23	13 1	6 0
When I was concerned I felt comfortable seeking understanding at school	Pre Post	6 26	13 2	4 0
Administration considered my interests when planning services	Pre Post	0 19	1 8	2 0
I feel positive about my child's progress in school	Pre Post	5 25	16 3	5 0
PTA showed interest in different cultural backgrounds	Pre Post	5 31	12 5	6 0

This Practitioner feels that Italian parents' attendance at conferences and meetings, and the contact with the Italian community this year are more significant than the results of the attitude survey in terms of evaluating the parent involvement component of the program. There can be no doubt that the positive and ongoing interaction with Italian families this year is a direct result of the bilingual program.

Bilingual Advisory Committee

The continued involvement and participation of this Committee throughout the school year are indications that the program was important to the parents, Board of Education representatives, administrators, and public agency personnel, all of whom made up its membership. It was noted that attendance at Bilingual Advisory Committee meetings was consistently high. In general there were 25 members present. At the March 12, 1975 Open Hearing Meeting, 40 Italian-background people were in attendance. Several supportive statements were received at that meeting from parents of children in the program as well as from older community residents interested in the bilingual-bicultural concept. Members of the Advisory

Committee expressed interest in helping to develop the proposal for next year's funding by the Federal Government. The administrators in the program are confident that Committee members will be able to direct their own functioning during the 1975-76 school year as prescribed in the revised Federal guidelines for bilingual programs.

Bilingual Staff

Another measure of the success of the program is indicated by the total involvement and commitment of the bilingual staff. The teachers and aides spend many hours after school preparing materials and planning special events. One of the teachers asked a family member who is an artist to develop special graphic materials and classroom games for use in the program. Two of the teachers in the program have decided to do further graduate study in the fall in methods of teaching bilingual children in order to refine their skills. One family aide spent several weekends following up the completion of the parent attitude survey. Two teacher aides expressed their support and enthusiasm of the bilingual program at an open Board of Education meeting and at the local community center. Another teacher aide requested that her daughter be placed in the early childhood program this year.

Organization of the Program

Eighty children entered the program in October 1974. Seventy-seven children remained throughout the school year. Three children left the program for various reasons. Two kindergarten children moved, and one child has been placed on home tutoring due to an accident.

It is felt by the bilingual staff and administrators that the present student-teacher ratio in the bilingual program is still too high. It is projected for next year that the bilingual early childhood program will enroll only sixty children. To effect this reduction, parents will be asked to select the bilingual program as an option for their kindergarten children next year in lieu of it being an addition to their regular kindergarten placement.

This year the bilingual program is in session four days per week for kindergarten and first graders, and five mornings for pre-kindergarten children. The fifth day is reserved for curriculum writing, staff development, and parent education. It is projected for next year that the bilingual classrooms will be in operation four and one-half days per week and only one half-day will be reserved for staff development and parent education. This decision is due to the fact that so many bilingual curriculum modules have been completed this first year, and because there is a five week bilingual curriculum writing project anticipated for the summer of 1975.

Lastly, children will begin the bilingual program next term as of September 1, 1975, six weeks earlier than this year since the time will not be needed in the second year of the program for classroom organization and curriculum development.

Staff Reactions

The reactions of classroom teachers to the bilingual program are most positive. Teachers stated:

> ...The five children in my class in the afternoon spend the entire morning in the bilingual class. Each one has become more outgoing and comfortable at school, much more quickly than I would have normally expected. The command of English language has come quickly as well.
>
> ...The children have gained confidence and self-respect. Language and communication skills have shown marked improvement.
>
> ...Most of the parents have come to meetings and the Open House. Often, the Italian-speaking parents did not come to school, so this has been a very big plus.
>
> ...Culturally, parents liked support for their heritage as well as a way to communicate to English speaking teachers.

Staff suggestions include continuation of the program next year, more teacher inservice in Italian conversation, some minor changes in routines and assignments for lunch and rest supervision of the bilingual pre-kindergarten children, and semi-weekly rather than monthly articulation meetings with the bilingual staff.

The Pre-Kindergarten Director feels that the bilingual program has had a positive effect in many areas of programming in the school as well as in Pre-Kindergarten. She notes the excellent progress on the part of the bilingual children, a greater sense of pride, more parental contacts, and the high degree of interest displayed by classroom teachers.

The Principal's secretary comments that the Italian Conversation course enables her to communicate more effectively with Italian-dominant parents, and that the help of the bilingual aides during Kindergarten registration seemed to put Italian-speaking parents more at ease.

The Health Advisor notes the increased understanding and cooperation on the part of Italian families with the school. She cites the important assistance rendered by the bilingual family aide during medical and dental clinic visits. This has resulted in better communication between doctors and Italian-speaking families.

The bilingual staff observed:

> ...Italian parents have become more concerned with how their children are doing in school, have participated in more meetings, and have expressed relief that their children in the program are doing much better than their older siblings who did not have the same opportunity.
>
> ...The Italian people now feel they have someone who can explain things to them.
>
> ...They are making better use of the community facilities; counseling center, health clinic, etc.
>
> ...There is better understanding on their part of school regulations such as attendance, especially with regard to their older high school students.

The bilingual early childhood teacher also evaluated her other involvements in the total school program. She coordinated the program of the TESOL (Teaching English to Students of Other Lands) High School students who come to work with their younger compatriots in the development of communication skills. The bilingual teacher provides the necessary materials used by the bilingual high school students and reviews their activities and sessions with them. The bilingual staff is also called upon to translate during parent-teacher conferences and thus provides another invaluable resource to building personnel.

The staff reactions were unanimously positive regarding the effects of the bilingual program on children, classrooms, parents, community, and themselves.[37]

Reaction by Outside Agencies

The Italian bilingual program in the Lawrence Public Schools was monitored during the school year by the Nassau County BOCES Bilingual Resource Center. Ms. Maria Romeo, curriculum specialist for BOCES, states in her letter of January 20, 1975:

> I would like to emphasize that your Italian Bilingual Program seems closer to realization than any other on the Island and could serve as a model for other schools. The commitment of your staff is admirable and their efforts to help the children are superb.[38]

Sister Maria Ramirez, Director of the New York State Bilingual Education Unit has informed us that her department has recommended the Italian Bilingual Program in the Lawrence Public Schools for continued funding under

---

[37] APPENDIX H contains staff reactions from each level, Pre-Kindergarten, Kindergarten, First Grade, Pre-Kindergarten Director, Secretary, and Health Advisor.

[38] The complete letter is contained in APPENDIX H.

Title VII, ESEA Federal Funds for the 1975-76 school year because of its excellent progress.

Curriculum Development

Since there are little, if any, materials or programs already developed and available for an early childhood Italian bilingual-bicultural program, one of the goals of the program in Lawrence is to develop an appropriate curriculum.

This curriculum writing project has been both ambitious and creative. The modules are being field-tested in the bilingual classroom this year and have provided a springboard from which many interesting learning experiences have evolved. For example, the baking of Easter bread by the bilingual children was a huge success and the finished product was shared throughout the school prior to the Easter vacation. In addition, the recipe was reproduced for staff and parents.

In evaluating the curriculum and program, this Practitioner and the Pre-Kindergarten Director felt that too much emphasis was placed mid-year on academics with the four year old children in the program. This philosophy has been discussed with the bilingual teacher and modifications of her teaching approach are already being implemented. In addition, it was noted that there were not enough opportunities for music being provided in the bilingual curriculum. This, too, was discussed with the teacher and more effort is being put into a search for community people and parents to participate in the bilingual classroom utilizing their special talents and cultural heritage to develop a music component for the curriculum.

The bilingual staff and administrators consider the curriculum a guide from which the teacher develops a program to meet the particular needs, interests, and abilities of the individual children in the classroom. Towards meeting this goal, the curriculum has served to provide an excellent framework this year. It is planned to field-test the curriculum again in the 1975-76 school year, refine the modules further, and add additional suggestions for activities and materials found to be successful in the bilingual early childhood classroom. Additional activities have already been suggested for inclusion in Curriculum Units I and II by the bilingual early childhood teacher.

CONCLUSIONS AND IMPLICATIONS

Introduction

This Practitioner felt that a bilingual-bicultural program in the Early Childhood Center of the Lawrence Public Schools would assist students of Italian background to develop more positive attitudes toward themselves and school, and would help them develop earlier competency in school functioning. Based upon these assumptions, a plan was developed to implement a program that would hopefully:

- help children with limited or non-English dominance succeed in school at a rate commensurate with their English-dominant counterparts
- decrease the need for remedial help for such children
- develop an awareness and appreciation of the Italian language and heritage as well as an acceptance of cultural pluralism in the Early Childhood Center
- encourage parents with limited or non-English speaking ability to participate more fully in school-related affairs
- develop a curriculum and materials for the early childhood bilingual classroom.

Conclusions and Implications

As a result of this program several preliminary conclusions have been reached and several implications are evident:

1. The pre-kindergarten children demonstrated major gains in receptive language ability and breadth of cultural exposure that may be a direct outcome of the bilingual program.

There was no significant difference in the mean scores of the bilingual kindergarten children as compared to the mean scores of their counterparts in the mainstream classes on the Metropolitan Readiness Tests. The bilingual kindergarten children have, therefore, indicated some trend toward parity at this level in readiness for first grade work.

There was no significant difference in the mean scores for the bilingual first grade children as compared to those of their counterparts on the Gates-MacGinitie Reading Test. Since historically the Italian-background children have been below the mainstream in school functioning, these results may again indicate some trend towards parity.

It would appear, therefore, that early intervention with the bilingual program may be having the desired effect of decreasing the disparities that have been so evident in the past with regard to the school functioning of Italian-background children as compared to their counterparts in the English-dominant mainstream. It would be premature, of course, to draw any definite conclusions at this time.

2. The progress of all children in the program will be monitored as they proceed through the elementary grades to determine if there is a decrease in their need for remedial help. There have been some decreases already in the number of Italian-background children recommended for retention in first grade and for sensitive placement in second grade for the 1975-76 school year as compared to the 1974-75 school year. These decreases may be attributable to the bilingual program.

More concrete evidence will emerge as the program continues during the next few years since significant widening of academic achievement levels usually occurs at the third grade level.

There may be some implications at this time, however, that early intervention with bilingual supports may facilitate earlier competency in school achievement. Future research could focus on the age and/or stage of intervention with bilingual education to determine its maximum benefits for children.

3. The bilingual program did serve to develop more conscious awareness and positive attitudes towards the Italian language and heritage, and the concept of cultural pluralism on the part of children, staff, and parents in the Early Childhood Center. There has been an observable reaching out on the part of English-background parents and teachers towards the Italian-background children and families. The climate and foundation for acceptance of cultural

diversity has hopefully been established in the Early Childhood Center.

4. The bilingual program has resulted in increased participation in school affairs on the part of Italian-background parents, and more positive attitudes on the part of the Italian community with regard to the school district.

There are indications that the Italian community voted for the school budget this year (the first time in twenty years) as a direct outcome of the bilingual program. The Italian community perceives this program as one that directly benefits their children and is directly responsive to their children's needs. It is concluded that Italian-background parents became more involved in school affairs when the school demonstrated an active interest in relating to their children's needs.

5. A viable curriculum and materials have been developed for the early childhood bilingual classroom as a result of the program. These are available for use in other Italian bilingual programs.

Dissemination

The channels for dissemination of this Italian bilingual-bicultural early childhood program are already in operation. On the District level, the Superintendent of Schools sends out to all residents a quarterly report on educational progress and programs. The Italian bilingual program, along with other funded programs, is described in these reports.[39]

All information, materials, and techniques developed in the Italian bilingual program in the Lawrence Public Schools are shared with the Nassau County BOCES Bilingual Resource Center, with the Bilingual Education Unit of the New York State Education Department, and with the Bilingual Division of the U.S. Office of Education. These agencies disseminate the information to appropriate sources on the county, state, and federal levels.

The program in the Early Childhood Center has been stored in the computer system of the New York State Educational Programs and Studies Information Service (EPSIS). Any school system wishing to know more about the educational program in the Early Childhood Center of the Lawrence Public Schools can obtain complete summaries upon request from the New York State Education Department. "Bilingual" is one of the descriptor words stored in this computer with regard to the Early Childhood Center.[40]

---

[39] APPENDIX I contains a sample of District publicity.

In addition, the President of the New York State Association of Supervision and Curriculum Development has asked this Practitioner to present the Lawrence Public School's bilingual program at the state-wide conference to be held in April 1976. This offers still one more channel for dissemination of the program on the state level.

Summary Statement

The development of bilingual-bicultural programs throughout the United States is reflective of the increased recognition that school districts have a responsibility to meet the needs of children who are culturally and linguistically different from the English-dominant mainstream. This development is also in consonance with the recent Supreme Court decisions as well as the demands of minority groups for equal educational opportunities.

---

[40] APPENDIX I contains this recognition by the New York Stae Education Department.

The implications of bilingual programs are serious. Senator Walter F. Mondale, Chairman of the Select Committee on Equal Educational Opportunity, released a report prepared for the Committee by Professor Henry M. Levin entitled, "The Costs to the Nation of Inadequate Education." The report estimated that three billion dollars in the nation's annual welfare expenditures and another three billion dollars in the nation's annual cost of crime are attributable to inadequate education. In addition, Levin concluded that for each dollar invested in public education, there is likely to be a six-fold return in income production alone. Senator Mondale said in a statement accompanying the report:

> The real costs of inadequate education and the lack of equal educational opportunity in this country are for the most part immeasurable.
>
> For the individual, educational failure means a lifetime of lost opportunities. But the effects are visited on the Nation as well, for society as a whole also pays for the undereducation of a significant segment of its population.[41]

---

[41] Henry M. Levin, The Costs to the Nation of Inadequate Education, A Report Prepared for The Select Committee on Equal Educational Opportunity of the United States Senate, January 1972.

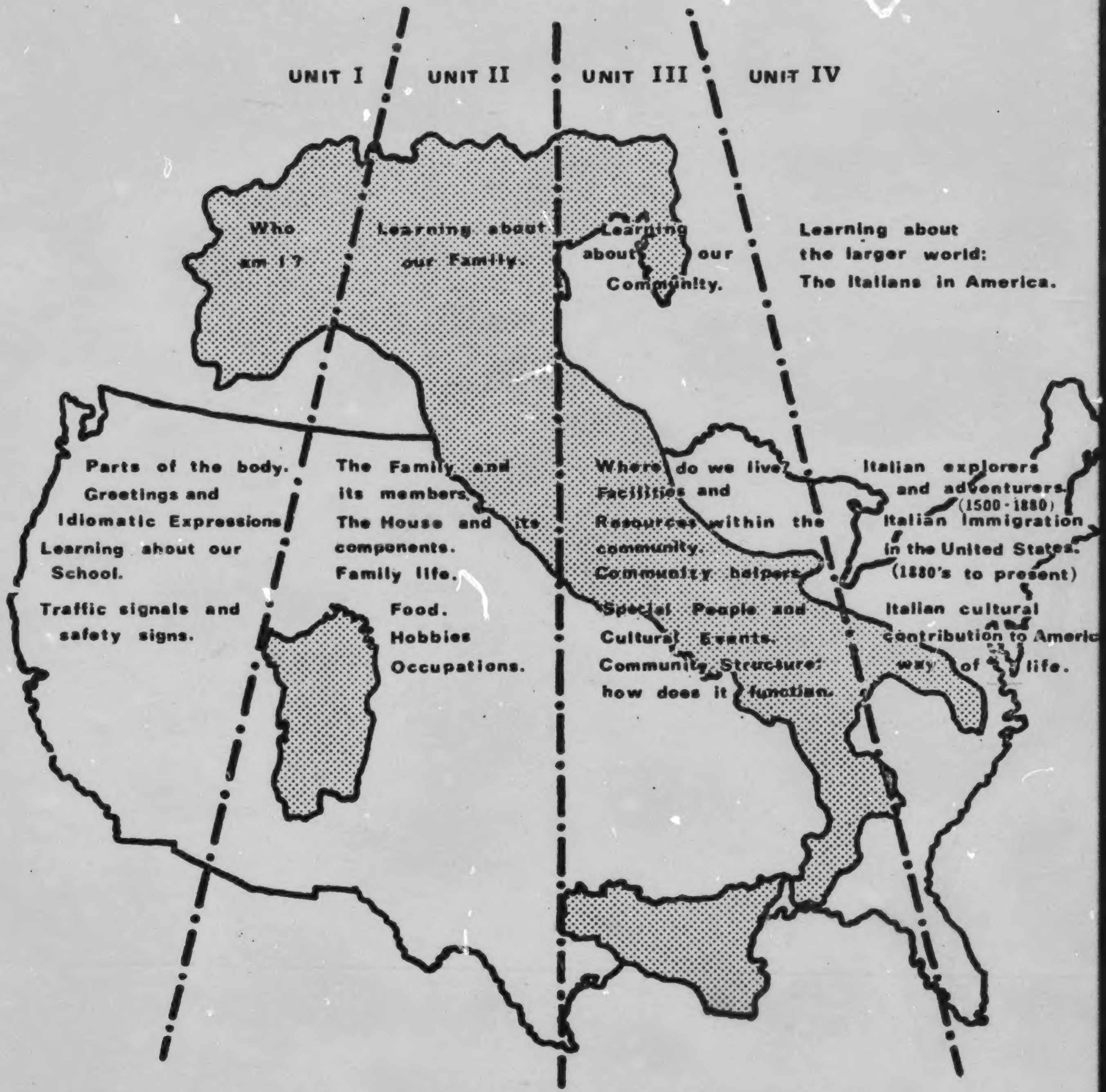
Bilingual-bicultural programs are certainly one approach to equalizing educational opportunities and an attempt to prevent lifetime failure for a significant segment of the population. Cultural pluralism is the thrust for the future and our school systems must respond to this challenge.

The Italian bilingual-bicultural early childhood program in the Lawrence Public Schools represents a small but significant step forward in this national movement toward the enhancement of a multi-cultural society. The program has contributed to the limited knowledge available in this very specialized field of education. Perhaps this program can serve as a model for those that will doubtlessly be needed for newer immigrant populations in the United States.

Figure 1 contains pictures of the bilingual program in action.

APPENDIX

"LAWRENCE PUBLIC SCHOOLS"
Curriculum Development Project



UNIT I	UNIT II	UNIT III	UNIT IV
Who am I?	Learning about our Family.	Learning about our Community.	Learning about the larger world: The Italians in America.
Parts of the body. Greetings and Idiomatic Expressions. Learning about our School. Traffic signals and safety signs.	The Family and its members. The House and its components. Family life. Food. Hobbies Occupations.	Where do we live? Facilities and Resources within the community. Community helpers. Special People and Cultural Events. Community Structure: how does it function.	Italian explorers and adventurers. (1500-1880) Italian Immigration in the United States. (1880's to present) Italian cultural contribution to Americ way of life.

PROGRAM IS BASED ON INTEGRATED CURRICULUM ENCOMPASSING THE AREAS OF: Language Arts (Italian-English), Dramatic Play, Music Art, Social Studies, Mathematics, Cooking, Science.

illustrated by Violetta Zappardi

LAWRENCE PUBLIC SCHOOLS
TOWN OF HEMPSTEAD
NASSAU COUNTY, NEW YORK

Bilingual Education Program: Pre-Kindergarten Through Grade 1

Goals:

1. To improve self-concept.
2. To develop an appreciation of the Italian culture and heritage.
3. To foster an understanding of the working world through a personalized multi-disciplinary curriculum.*

*Note: This curriculum has been designed to serve as a basis from which to work. It is understood that each teacher will have to tailor the curriculum to meet the needs of individual children in their classroom.

Year-long theme:

1. "Who am I?"
2. "Where do I come from?"
3. "What could my job be in the working world?"

UNIT I - Learning About Ourselves: Learning About Each Other

Autobiographies -

Who Am I?

Who Are You?

What I Can Do

What I Like To Do and What You Like To Do

The Members of My Family

What I Like to Eat

My Body - parts of my body

Vital Statistics: height, weight, color of eyes, hair, etc.,

A) Behavioral Objectives -

The child will be able to:

1. Recognize his or her own importance in the bilingual program.
2. Compare his/her height and his/her weight in the metric and decimal system.
3. Understand left and right directionality in Italian and English.
4. Match hand to handprint and foot to footprint.
5. Visually and orally identify parts of the body in Italian and English.
6. Match the words and phrases in Italian and English.

B) Procedure -

Books will be prepared for each child which, by the completion of the unit, will include:

- Photograph of each child on cover taken by polaroid camera.
- Vital statistics of each child on front: weight, height, color of hair and eyes, etc., Children can measure each other. Information gathered can be used to make graphs and to compare heights using metric and our system of measurement.
- Handprints, footprints: have children trace them and label them left and right. They may be cut out, laminated and pasted on the floor. Original games can be devised, dances can be taught, etc.,
- Visual aide of the body labelled in Italian and English.
- Focus on pairs: two eyes, two feet, two legs, two arms, two eyebrows, two nostrils, two cheeks, two ears, two shoulders, two hips, two legs, knees, calves, thighs, ankles, heels, etc.,
- Visual identification of single parts of the body listed in the vocabulary.

UNIT I - Vocabulary

1. Parts of the body -

Italian	English	Italian	English
la testa	the head	le braccia	the arms
la faccia	the face	il gomito	the elbow
la fronte	the forehead	il polso	the wrist
le sopracciglia	the eyebrows	le mani	the hands
le ciglia	the eyelashes	le dita	the fingers
gli occhi	the eyes	le unghie	the fingernails
il naso	the nose	il petto	the chest
le narici	the nostrils	le spalle	the shoulders
le guance	the cheeks	la vita	the waist
la bocca	the mouth	i fianchi	the hips
le labbra	the lips	le gambe	the legs
la lingua	the tongue	le cosce	the thighs
i denti	the teeth	il ginocchio	the knee
il mento	the chin	le caviglie	the ankles
gli orecchi o	the ears	i piedi	the feet
le orecchie		i talloni	the heels
i capelli	the hair	il collo	the neck

2. Greetings and Idiomatic Expressions -

Italian	English
Buon giorno	Good morning
Buon giorno Buona sera	Good afternoon
Buona sera	Good evening
Buona notte	Good night
Ciao!	Hello (Goodbye)
Arrivederci	Goodbye
Come ti chiami?	What is your name?
Mi chiamo...	My name is...
Quanti anni hai?	How old are you?
(Io) ho.....anni	I am...years old
Come stai?	How are you?
(Io) sto bene	I am fine
(Io)sto male	I am not well
Dove abiti?	Where do you live?
(Io) abito a...	I live on...
Che ora è?	What time is it?
Sono le...	It is..o'clock
Che tempo fa?	How is the weather?
Buon appetito!	Hearty appetite!
Qual'è la data di oggi?	What is today's date?
Oggi ne abbiamo...	Today is...
fare una fotografia	to take a photo
la fotografia	the photo
la macchina fotografica	the camera

2. Greetings and Idiomatic Expressions - (continued)

Italian	English
tracciare	to trace
tracciare un diagramma	to graph
il diagramma o il grafico	the graph
il ragazzo	the boy
la ragazza	the girl
l'altezza	the height
il peso	the weight
l'impronta della mano	the handprint
l'impronta del piede o l'orma	the footprint
il ballo	the dance
Simone dice...	Simon says...
il mio colore preferito è...	my favorite color is...

3. Learning about the school -

Italian	English
la scuola	the school
l'entrata	the entrance
l'ufficio	the office
il Preside	the Principal
l'ufficio del Preside	the Principal's office
il telefono	the telephone
la macchina da scrivere	the typewriter
la cassetta postale	the mail box
la cassetta postale della maestra	the teacher's mail box
l'infermiera	the nurse
l'infermeria	the nurse's office
il bidello	the custodian
il corridoio	the corridor
il pavimento	the floor
il soffitto	the ceiling
le scale	the stairs
il piano	the floor
la stanza da bagno	the bathroom
la biblioteca	the library
il refettorio	the lunchroom
l'aula	the classroom
la luce	the light
il muro o la parete	the wall
la bandiera	the flag
la carta geografica	the map
il campanello	the bell
il termosifone	the radiator
il cestino	the waste-paper basket
il tavolino(la cattedra)	the teacher's desk

3. Learning about the school - (continued)

Italian	English
la sedia	the chair
il banco	the child's desk
gli scaffali	the book shelves
la finestra	the window
la porta	the door
il vetro	the glass
il vetro della finestra	the window-pane
l'armadio	the closet
la lavagna	the blackboard
il gesso	the chalk
la spugna	the eraser
il cartellone	the bulletin board
la riga	the ruler
la penna	the pen
la matita	the pencil
la gomma	the pencil's eraser
la carta	the paper
un foglio(pezzo) di carta	a sheet of paper
il quaderno	the notebook
la pagina	the page
il libro	the book
la copertina	the book's cover
la cartella	the school bag
il maestro	the teacher (male)
la maestra	the teacher (female)
l'assistente della maestra	the teacher's assistant
il colore o la pittura	the paint
la colla	the glue
le forbici	the scissors
le matite colorate o i pastelli	the crayons

4. Learning about traffic signals and safety signs -

Italian	English
le segnalazioni stradali	the safety signs
il traffico	the traffic
dirigere il traffico	to direct traffic
il vigile	the policeman
a destra	to the right
a sinistra	to the left
camminare	to walk
il pedone	the pedestrian

4. Learning about traffic signals and safety signs -(continued)

Italian	English
il marciapiede	the side-walk
il passaggio pedonale	the pedestrian crossing
il semaforo	the traffic-signals
la luce rossa - alt	the red light - wait
la luce verde - avanti	the green light - walk
la luce gialla - attenzione	the yellow light - caution
il clacson	the horn
suonare il clacson	to blow the horn
il parcheggio	parking
divieto di parcheggio	no parking
senso unico	one way; do not enter
divieto di svolta a destra(sinistra)	no right(left) turn
divieto di sorpasso	no passing
passaggio a livello	railroad crossing
segnale di scuola	school zone
rallentare	go slow
segnale di pericolo	danger
incrocio stradale	cross-roads
entrata	entrance
uscita	exit
aperto	open
chiuso	closed

Music and Movement -

A) Behavioral Objectives -

The child will be able to:

1. Make appropriate motions in response to verbal directions.
2. Match foot to footprint.
3. Imitate motions which the leader, Pulcinella, demonstrates.

B) Procedure -

- Simon says (names for parts of body)
- Games that will be made up for footprint on the floor.
- Song "What can you, Pulcinella?"

Art

A) Behavioral Objectives -

The child will be able to:

1. Determine or choose favorite colors.
2. Achieve hand-eye coordination.
3. Portray self-expression.

B) Procedure -

- Favorite colors to be used for painting with brush
- Cutting out footprints and handprints and hand-painting them.
- Making puppets by using paper bags or socks with yarn for hair (a styrofoam ball will suffice for head). This will reinforce basic dialogue listed in the Unit I vocabulary
- Hand made stage to be used throughout the year (Optional at this point).

Social Studies -

A) Behavioral Objectives -

The child will be able to:

1. Identify his address.
2. Match the various areas in the classroom with the symbols used on the map.
3. Identify traffic signals and signs in English and Italian.
4. Identify people, places and objects in both English and Italian.

B) Procedure -

- Where I live
- Addresses of the individual students
- Map of the community
- Traffic signals and signs in English and Italian
- People and places in the school
- Classroom organization

Mathematics

A) Behavioral Objectives -

The child will be able to:

1. Count from 1 to 10 or more depending on age level..
2. Identify parts of the body that are in pairs or single.
3. Match parts of the body that are the same.
4. Group favorite objects in sets.

Mathematics - continued

B) **Procedure** -

- Numbers 1 - 100 (depending on grade level)
    1. Referring to parts of the body - stressing the 'in pair' nature.
    2. Incorporate concept of sets.
    3. Classification of their favorite objects by sets.
- Matching of hands to handprints.
- Mating of feet to footprints.
- Graphing how many children live on the same street.
- Graphing how many children are of a certain height and weight.
- First introduction to the metric system
    1. Measuring their height and weight

Lawrence Public Schools
P.S. #4, Inwood, N. Y.
Bilingual Program, Room 25

UNIT I - A General Outline Adapted for Early Childhood

Theme: Me, I Am Somebody! Who Am I? Who Are You?

1. What do I like?-(cut out pictures of objects, animals or persons from magazines).
2. My body - learn to label its parts in Italian and English.
3. My voice - (record children's voices)
4. My walk
5. My footsteps
6. Things I can do: jump, walk, run, sing, see, whistle, etc.
7. Things that make me happy, sad, afraid. Use pictures, drawings, paintings, photographs, to describe and identify these feelings.
8. My own book about myself which might include:
    a. A little story about myself (teacher will write it for the child).
    b. My family
    c. Hand prints
    d. Measurements of height and weight (using metric system as well as ours).
    e. A picture of myself, self-portrait.
    f. A list of things I like, possibly using pictures.

    ***Labeling or writing in children's books will be done in Italian and English using two different colors.
9. The senses will be introduced with appropriate activities.
10. Songs: to the tune of "Everybody loves Saturday night" children will in place of Saturday night substitute other words to name something or someone they like very much.

    What are you wearing today

    Hokie Pokie

11. Fingerplays: I have ten little fingers.

12. Favorite things: Foods. We will plan a schedule for preparing foods each child likes. From the cooking experience we will cover a variety of subjects (ex.: spaghetti, jello, bread).

13. A class book of events will be started. Children will make their contributions with drawings, paintings, verbal comments which will be written down, etc. Photographs of the events will also be included.

14. There will be a variety of activities related to recognizing one's name and address.

15. Be Ba Bo will be used to learn parts of the body.

16. Making of Pinocchio to reinforce the story and the parts of the body.

17. Children's favorite fruits: banana, uva, cachi, pera, mela, etc. will be brought into the classroom. Children will have the opportunity to taste each fruit.

INTEGRATED CURRICULUM PLAN

PLANNING GUIDE

1) Numbers one and two
2) Favorite colors
3) Matching of foot to footprints
   Matching of hand to handprints
4) Comparing of heights, sizes of hands, feet, weight of children in pounds and kilos and height in inches and centemeters

"I grow theme"-Measuring children's height and weight

MATH

Vocabulary: My name is
My favorite color is
I live on
My teachers are
I like: food,
animals,
TV shows,
persons

I have: one nose
" mouth
" head
" face etc.
I have: two hands
" feet
" eyes
" ears etc.

I can do:

ENGLISH

MUSIC & MOVEMENT

Games which will be made up from taped foot prints on the floor-Simon Says - Hokie Pokie - Everybody likes Saturday night.

UNIT ONE

Central theme

Learning about Each other

Who am I?

Who are You?

SCIENCE

Planting of a few classroom plants-we will talk about their

ART

Favorite colors to be used with painting with brushes, finger painting, cutting out of foot and handprints
Yarn to be used to measure or record the height of children visually as well as using samples.

ROLE-PLAY DRAM.PLAY

Tape recorders
Ear phones -Recording of voices
Stories - their favorite story will be dramatized

SOCIAL STUDIES

Me:
Where do I live?
How do I get to school?
Map of immediate community.

Discussion of group experiences at home and at school.

ITALIAN

Vocabolario:

Mi chiamo
Il mio colore preferito
Vivo in - Abito a -
Mi piace: cose da mangiare
animali
programmi di televisione
persone

Ho un naso
una bocca
una faccia
due piedi
due occhi
due mani
due orecchi

Posso fare:

LAWRENCE PUBLIC SCHOOLS
BILINGUAL PROGRAM
EARLY CHILDHOOD

Additional Activities Related to Unit I

1. A picture of the family was made by the first graders and labeled with the proper names, example: mamma, papà, fratello Giovanni, etc.
2. Clay was used to review the parts of the body.
3. Children made a large drawing of themselves and later all parts of the body were labeled in Italian.
4. Be Ba Bo (a flannel body puzzle) was used to label and place the parts of the body in the proper order.
5. The story of Pinocchio was introduced and a wooden puppet construction as well as Pinocchio "shape men" were used to review parts of the body.

5/75

UNIT II - Learning about our Families

Language - English and Italian

A) Behavioral Objectives-

The child will be able to:

1. Recognize his/her importance in the family unit.
2. Learn and associate terms pertaining to members of the family and kin both in English and Italian. - Pets might also be included.
3. Identify and understand interdependence of each family member.
4. Learn basic vocabulary relating to family life: chores, hobbies, and talents.

B) Procedure-

- With the aid of a family tree children will make use of the appropriate vocabulary list in order to label members of the family both in English and Italian.
- Dialogues written by the children will be dramatized to stress vocabulary relating to the family. This activity could be taped for further reinforcement.
- Family trees will be constructed by using coat hangers or wire as a tree or branch. Children will either draw pictures or bring photographs of members of the family. A flower will be constructed, the center of which will be a photograph or drawing representing each individual member of the family. Separately prepared labels of chores, hobbies and talents of a particular member will be affixed as petals of the flower.
- Children will be asked to bring a family recipe, later to be translated into either English or Italian. Recipes will be duplicated and a book compiled for each child to take home.
- The teacher could plan a luncheon involving both children and their parents.
- The teacher will select from all the vocabulary those words and phrases which best meet the needs and readiness levels of each group of children.

UNIT II - Vocabulary

1. Terminology related to family members and kin -

la mia famiglia	my family
i miei genitori	my parents
il padre (papà)	the father (daddy)
la madre (mamma)	the mother (mommy)
il figlio	the son
la figlia	the daughter
il fratello(fratellino)	the brother(little brother)
la sorella (sorellina)	the sister (little sister)
il bambino	the baby (boy)
la bambina	the baby (girl)
i parenti	the relatives
il nonno	the grandfather
la nonna	the grandmother
la zia	the aunt
lo zio	the uncle
l'amico	the friend(m.)
l'amica	the friend(f.)
il ragazzo	the boy
la ragazza	the girl

Supplementary

il nipote	the nephew
" "	the grandson
la nipote	the niece
" "	the grandaughter
il cognato	the brother-in-law
la cognata	the sister-in-law
l'uomo(gli uomini)	the man(men)
la donna	the woman
il marito	the husband
la moglie	the wife
lo sposo	the groom
la sposa	the bride
il genero	the son-in-law
la nuora	the daughter-in-law
il suocero	the father-in-law
la suocera	the mother-in-law
la madrina	the godmother
il padrino	the godfather
il vicino	the neighbor(m.)
la vicina	" " (f.)
conoscere	to know someone
ricevere	to receive

Pets and their surroundings - (Gli animali domestici e l'ambiente in cui vivono)

gli animali domestici	the pets
il mio animale favorito è...	my favorite pet is....
il cane è nel canile	the dog is in the dog-kennel
il gatto è nel cestino	the cat is in the basket
l'uccellino è nella gabbia	the bird is in the cage
il pesciolino è nella vaschetta	the fish is in the fish tank

Supplementary

la tartaruga è nel vaso di vetro	the turtle is in the glass bowl
il coniglio è nella conigliera	the rabbit is in the rabbit-hutc
la rana è nello stagno	the frog is in the pond
il serpente è nella vaschetta	the snake is in the tank
il porcellino d'India è nella gabbia	the guinea pig is in the cage

2. Vocabulary related to family life -

Household duties (Le faccende di casa)

lavare i piatti	to wash dishes
fare la spesa	to do the shopping
pulire la casa	to clean the house
la scopa	the broom
l'aspirapolvere	the vacuum cleaner
lo strofinaccio	the duster
fare i letti	to make the beds
apparecchiare la tavola	to set the table
fare il bucato	to do the laundry
la lavatrice	the washing machine
i detersivi	the detergents
aiutare la mamma	to help mother
cucinare	to cook
stirare	to iron
il ferro da stiro	the iron
nutrire il cane, il gatto,ecc.,	to feed the dog, cat, etc.,
tagliare l'erba	to mow the lawn
innaffiare le piante	to water the plants
riparare	to repair

Supplementary

lavare i vetri	to wash the window-panes
scopare il pavimento	to sweep the floor
cuocere al forno	to bake
fare la marmellata	to make jam
spolverare i mobili	to dust the furniture

2. Vocabulary related to family life- (cont.)

dar aria alle stanze	to air the rooms
mettere a posto i giocattoli	to put away the toys
preparare la colazione	to make breakfast
rammendare	to mend
aggiustare	to fix
appendere	to hang

Tools -(Ferri o attrezzi)

la sega	the saw
il martello	the hammer
il cacciavite	the screwdriver
i chiodi	the nails
la tenaglia	the pliers
il metro	the measuring tape
la cassetta per attrezzi	the tool-box
la chiave inglese	the wrench

3. Growing a garden - (Crescere o coltivare un orto)

Tools(attrezzi)

il rastrello	the rake
la pala	the shovel
la zappa	the hoe
zappare	to dig
seminare	to sow
l'innaffiatoio	the watering can

Vegetables
(Ortaggi e verdure)

le carote	the carrots
i pomodori	the tomatoes
i fagiolini	the string beans
i peperoni	the peppers
i cetrioli	the cucumbers
la lattuga	the lettuce
il prezzemolo	the parsley
il basilico	the basil leaf
la menta	the mint leaf

Supplementary

gli asparagi	the asparagus
le patate	the potatoes
le melanzane	the egg plants
l'aglio	the garlic
la cipolla	the onion

Fruit Trees & Fruits
(Alberi da frutta)
e la frutta)

il melo -	apple tree	la mela-	the apple
il pero	pear "	la pera-	the pear
il fico	fig "	il fico-	the fig
la vite	vine	l'uva -	the grape
l'arancio	orange "	l'arancia-	the orang

3. Growing a garden (cont.)

Fruit trees & Fruits (Alberi da frutta e la frutta)

Supplementary

l'albicocca-	the	apricot	il mandarino-	the	tangerine
l'ananasso	"	pineapple	la mandorla	"	almond
la ciliegia	"	cherry	la banana	"	banana
la fragola	"	strawberry	la pesca	"	peach
il limone	"	lemon			

la mela è deliziosa	-	the apple is delicious
matura		ripe
acerba		unripe, green
saporita		tasty
amara		bitter

Flowers and Plants (I fiori e le piante)

l'erba -	the	grass
la foglia	"	leaf
la viola	"	pansy
la rosa	"	rose
il garofano	"	carnation

Supplementary

il tulipano -	the	tulip
la margherita	"	daisy
l'aiuola	"	flower-bed
il giglio	"	lily
il papavero	"	poppy

Colours (I colori)

rosa -	pink	arancione -	orange
verde	green	celeste	azure
rosso	red	marrone	brown
viola	violet	azzurro	blue
nero	black	bianco	white
grigio	gray	porpora	purple
giallo	yellow		

4. Hobbies and accessories terms (passatempi e accessori)

giocare coi giocattoli	to play with toys
disegnare	to draw
guardare la televisione	to watch television
cucinare	to cook
cucire	to sew
l'ago	the needle
il filo	the thread
le forbici	the scissors
i bottoni	the buttons
giocare a carte	to play cards
ballare	to dance
cantare	to sing
leggere il giornale	to read the newspaper
" la rivista	" " " magazine

Supplementary

fare una raccolta di francobolli	stamp collecting
leggere i fumetti	to read comics
lavorare a maglia o sferruzzare	to knit
una matassa di lana	a skein of wool
lavorare all'uncinetto	to crochet
ricamare	to embroider
il rocchetto	the spool
il metro	the measuring tape
il ditale	the thimble
il cestino	the basket
fare le fotografie	to take pictures

Toys (Giocattoli)

la bambola	the doll
il trenino elettrico	the electric train
la bicicletta	the bicycle
la palla	the ball
i pattini	the skates
la corda per il salto	the jump rope
l'aeroplano	the airplane
la carrozzella	the doll carriage
l'aquilone	the kite

Supplementary

il razzo	the rocket
il tamburo	the drum
la trottola	the top
l'orsacchiotto	the teddy bear
il camioncino	the truck
la racchetta da tennis	the tennis-racket

Hobbies and accessories terms (cont.)

Physical Activities (Esercizi ginnastici)

saltare	to jump
correre	to run
giocare a moscacieca	to play bindman's buff
" a rimpiattino	to play hide and seek
andare in bicicletta	to go bicycle riding
nuotare	to swim
pattinare	to skate
giocare a tennis	to play tennis
" alla palla	to play with a ball
fare la ginnastica	to do exercises
andare al campo di giuoco	to go to the playground
dondolarsi	to swing
l'altalena	the seesaw; the swing
scivolare	to slide

Talents (Talenti o Attitudini)

suonare il pianoforte	to play the piano
" la fisarmonica	" " " accordion
" la chitarra	" " " guitar
" l'organo	" " " organ
" il tamburo	" " " drum
" il flauto	" " " flute
avere attitudine per la musica	to have a talent for music
avere molte attitudini	to be naturally gifted
avere talento per il disegno	to have a talent for drawing

5. Vocabulary related to the house and its components

House(La casa)

il tetto	the roof	l'ascensore	the elevator
il pavimento	the floor	l'appartamento	the apartment
il garage	the garage	il corridoio	the corridor
la parete	the wall	il pianterreno	the first floor
il soffitto	the ceiling	il primo piano	the second floo
le scale	the stairs	il secondo piano	the third floor
la cucina	the kitchen	i mobili	the furniture
il salotto	the livingroom	lo scaffale	the bookshelf
la sala da pranzo	the dining room	il termosifone	the radiator
la camera da letto	the bedroom	la chiave	the key
il bagno	the bathroom	l'armadio	the closet
il soggiorno	the family room	il giardino	the garden
il balcone	the balcony	l'orto	" "
la finestra	the window	la porta	the door
il campanello	the doorbell	il telefono	the telephone
il tappeto	the carpet	la tenda	the curtain
i quadri	the paintings		

Supplementary

il camino	the fireplace	entrare	to enter
la soffitta	the attic	arrivare	to arrive
la cantina	the cellar	partire	to leave
l'ingresso	the entrance	andare	to go
il cancello	the gate	uscire	to go out
venire	to come	salire	to go up
scendere	to go down	grande	big
piccolo	small	bello	beautiful
brutto	ugly	vecchio	old
nuovo	new	comodo	comfortable

Individual rooms and their components

The kitchen (La cucina)

la pentola	the pan	il frigorifero	the refrigerato
la padella	frying pan	la lavapiatti	dishwasher
il mestolo	laddle	l'acquaio	sink
il cuoco	cook	il banco	counter
la caffettiera	coffeepot	l'acqua	water
il grembiule	apron	il piatto	dish
il cucchiaio	spoon	tagliare	to cut
il tavolo	table	mescolare	stir, mix
lo stipo	cabinet	il colabrodo	the strainer
la cucina a gas	gas range	la grattugia	the grater
la cucina elettrica	electric range	il forno	the oven

5. Vocabulary related to the house and its components (cont.)

- The kitchen (La cucina)

Supplementary

la saliera	the salt shaker	l'imbuto	the funnel
la zuccheriera	sugar bowl	la bilancia	scale
il frullatore	blender	la pattumiera	trash can

- The bathroom (Il bagno)

la vasca	the bathtub	la spugna	the sponge
la doccia	shower	l'asciugamani	towel
il lavabo	wash-basin	il pettine	comb
il sapone	soap	la spazzola	brush
il vaso	toilet	il dentifricio	toothpaste
lo spazzolino da denti	toothbrush	fare il bagno	to take a bath
lavarsi i denti	to brush one's teeth	fare la doccia	take a shower

Supplementary

lavarsi il viso	to wash one's face
lavarsi i capelli	" " " hair
il rasoio	the razor
farsi la barba	to shave
l'acqua è calda	the water is hot
" " tiepida	" " " lukewarm
" " fredda	" " " cold

- The bedroom (La camera da letto)

il letto	the bed	il cassettone	the bureau
il cassetto	the drawer	il tappeto	the carpet,rug
il materasso	the mattress	la biancheria	the linen
il lenzuolo	the sheet	la lampada	the lamp
il cuscino	the pillow	lo specchio	the mirror
la sveglia	the alarm clock	la coperta	the blanket
		dormire	to sleep

Supplementary

il comodino	the bedside table
vestirsi	to get dressed
sognare	to dream
la toletta	the dressing table
addormentarsi	to fall asleep

5. Vocabulary related to the house and its components (cont.)

- The living room (Il salotto)

il divano	the couch	la lampada	the lamp
la poltrona	the easy-chair	il tavolinetto	the coffee-table
la televisione	the television		

- The family room (Il soggiorno)

gli scaffali –	the bookshelves	studiare –	to study
il giradischi	the record-player	i libri	the books
suonare i dischi	to play records	il tavolo	the table
ascoltare la musica	to listen to the music		
la scrivania	the writing desk	la radio	the radio
leggere	to read	scrivere	to write

Supplementary

il registratore	the taperecorder	i nastri	the tapes
il mangianastri	the cassette	il pianoforte	the piano

- The dining room (La sala da pranzo)

apparecchiare la tavola	to set the table
la credenza	the sideboard or china closet
la sedia	the chair
la tavola	the table
il lampadario	the chandelier
la tovaglia	the tablecloth
il tovagliolo	the napkin
il coltello	the knife
il cucchiaio	the tablespoon
il cucchiaino	the teaspoon
il bicchiere	the glass
il piatto	the dish
il sale	the salt
il pepe	the pepper
la tazza	the cup
il piattino	the saucer
l'olio	the oil
l'aceto	the vinegar
sedersi	to sit down
mangiare	to eat
buon appetito!	good appetite!
ancora	more

6. Occupations (I mestieri e le professioni)

la casalinga(housewife)	sbriga le faccende di casa (does the housework)
il portalettere(mailman)	porta la posta(brings the mail)
il dottore (doctor)	visita i malati(visits the sick)
il dentista(dentist)	cura i denti (takes care of the teeth)
il maestro(teacher)	insegna agli studenti(teaches the students)
il poliziotto(policeman)	fa rispettare la legge (enforces the law)
il vigile(policeman)	dirige il traffico(directs traffic)
l'autista(driver)	guida la macchina,l'autobus, etc, (drives a car, a bus, etc.)
il commerciante(businessman)	ha cura degli affari (takes care of business)
il negoziante(shopkeeper)	vende la merce nel negozio (sells goods in the store)
il pompiere(fireman)	spegne il fuoco(puts out the fire)
il meccanico(mechanic)	ripara le automobili(repairs cars)
il cameriere(waiter)	serve il cibo nel ristorante (serves food in the restaurant)
il parrucchiere(beautician)	acconcia i capelli alle signore (sets ladies hair)
il barbiere(barber)	taglia i capelli agli uomini (cuts men's hair)
il fornaio(baker)	fa il pane (makes bread)
lo spazzino(sanitation man)	porta via la spazzatura (take away the trash)
il muratore(mason;brick layer)	costruisce una casa(builds a house)
l'operaio(workman)	lavora in officina(works in a workshop
la sarta(dressmaker)	cuce i vestiti (sews dresses)
l'infermiera(nurse)	cura i malati (cures the sick)
il macellaio (butcher)	vende la carne (sells meat)
il farmacista(pharmacist)	vende le medicine(sells medicines)
il falegname(carpenter)	fa i mobili(makes furniture)
la segretaria(secretary)	lavora in ufficio (works in the office
il presidente(president)	dirige gli Stati Uniti(governs the US
il calzolaio(shoemaker)	ripara le scarpe (repairs shoes)
il costruttore(constructor)	dirige gli operai nella costruzione di una casa(guides the workers in the building of a house)

6. Occupations (cont.)

Supplementary

l'ingegnere(engineer)	sorveglia la costruzione d'una casa, d'un ponte,etc.,(supervises the building of a house, a bridge, etc.,)
l'avvocato(lawyer)	difende le cause in corte (defends legal causes in court)
il pescatore(fisherman)	pesca i pesci (catches fish)
la cameriera(maid)	pulisce la casa(cleans the house)
il fotografo(photographer)	fa le fotografie(takes pictures)
il cuoco(cook)	cuoce il cibo nei ristoranti (cooks food in the restaurants)
il cantante(singer)	canta e incide dischi (sings and records songs)
il giocatore di calcio (socker or football player)	gioca a palla(plays ball)
il pittore(painter)	dipinge i quadri(paints pictures or paintings)
lo scultore(sculptor)	scolpisce nel marmo(sculptures)
il musicista(musician)	suona uno strumento(plays an instrument)
la ballerina(dancer)	balla(dances)
il regista(director)	dirige i film(directs movies)
il direttore d'orchestra (orchestra conductor)	dirige l'orchestra(conducts an orchestra)
il chimico(chemist)	fa degli esperimenti nel laboratorio (makes experiments in the laboratory)
il pilota(pilot)	guida l'aeroplano(pilots the plane)
l'agricoltore(farmer)	coltiva la terra(cultivates the land)
la dattilografa(typist)	scrive le lettere a macchina (types letters)
il soldato(soldier)	difende la sua patria(defends his country)
il giornalaio(newspaperman)	vende i giornali(sells newspapers)
il tipografo(printer)	stampa i giornali(prints newspapers)
l'idraulico(plumber)	aggiusta i tubi (fixes the plumbing)

7. Food and Meals (Cibo e pasti)

- Breakfast (La prima colazione)

il mattino	the morning	il caffé	coffee
il succo d'arancia	orange juice	il burro	butter
l'uovo(le uova)	egg(eggs)	la marmellata	jam
il latte	milk	l'acqua	water
il pane tostato	toast	è caldo	it is hot
i biscotti	cookies	è freddo	it is cold
mangiare	to eat	preparare	to prepare
fare colazione	to have breakfast		

Supplementary

la cioccolata	hot chocolate	il té	tea
i grissini	breadsticks	la crema	whipped cream
i cereali	cereals		

- Lunch (Seconda colazione)

la minestra	soup (thick)	il formaggio	cheese
il panino imbottito	sandwich	la bibita	soft drink

Supplementary

il salame	salame	la salsiccia	sausage
il prosciutto	ham	l'aranciata	orangeade
la mortadella	mortadella	la frittata	omelet
la birra	beer		

- Snack (La merenda o uno spuntino)

- Dinner (Il pranzo)

la bistecca ai ferri	broiled steak	il pesce	fish
il pollo arrosto	roasted chicken	i ravioli	ravioli
la carne arrostita	broiled meat	la torta di mele	apple pie
poco cotta	rare	le lasagne	lasagne
ben cotta	well-done	il contorno	sidedish
le patate fritte	fried potatoes	i piselli	peas
l'insalata verde	green salad	il tacchino	turkey
la pastasciutta col sugo di carne	spaghetti with meat sauce	bere	to drink
		bevo del vino	I drink some wine
vorrei.....	I would like	il liquore	liqueur

7. Food and Meals (cont.)

Supplementary

il gambero	the shrimp
il bodino al cioccolato	chocolate pudding
l'aragosta	lobster
i peperoni arrostiti	roasted peppers
i funghi	mushrooms
le fettuccine al burro	egg noodles with butter
arrostire	to roast
bollire	to boil
cenare	to supper
offrire	to offer
pranzare	to dine
è insipido	it is tasteless
è salato	it is salty
è dolce	it is sweet
è amaro	it is bitter

Measures(Misure)

una libbra	a pound
un chilo	a kilogram (2.2 lb.)
una dozzina di.....	a dozen of.....
un dollaro	a dollar
un metro	a meter (39.37")
un paio di.....	a pair of.......
una tazza di.....	a cup of.......
un cucchiaio di......	a tablespoon of......
la lira	the lira(600 lire = $ 1.00) approximately

Role-Play
Dramatic Play

A) Behavioral Objectives -

The child will be able to:

1. Participate in the role-play of family members.
2. Dramatize family role playing relating to family chores, hobbies and talents found within the home.
3. Observe and participate in the dramatization of various outside occupations relevant to family life.
4. Understand the importance of an outside income in providing for family needs.

B) Procedure -

- Through the use of puppets, either made by the children or bought, adult clothes,and objects found within the home, children will act out dialogues written by them to:

  a) dramatize family life.
  The story of "Three Bears" could be dramatized by younger children.

  b) stress the responsibilities and activities shared within the home by each family member by playing charades or through pantomine.
    - children can dramatize doing the laundry, mowing the lawn, setting the table, playing an instrument, etc,

- Setting up a play-store and dramatizing a food shopping experience, buying a house, shopping for furniture,etc., will demonstrate the importance of an outside income in meeting family needs.

Music and Movement -

A) Behavioral Objectives -

The child will be able to:

1. Make adequate use of any musical talents he might possess by sharing them with the rest of the class.
2. Relate and compare with the other children any musical talents and activities which his family or kin might possess.
3. Label and identify both in English and Italian different musical instruments which might be found in a household.

B) Procedure -

- With the help of children talented in singing, dancing, performing or playing musical instruments, the rest of the class will be able to share by participating in the singing (dancing, etc.,) activities.

  Ex. While a child plays an instrument, the class may accompany him/her as a choir. Records, tapes or other instruments may be used to reinforce such talents. In addition, children can be encouraged to bring and share with the class their favorite records or pieces of music.

  Copies of songs like "Santa Lucia, "Bella Bimba", "Bel Uccellino del Bosc'", etc.,[1] may be distributed to the class in order to reinforce vocal participatio

- After learning vocabulary related to various instruments which might be found within the home, each child will be able to hold conversations with the other children and discuss talents possessed by family members and kin.

---

1. Copies of the songs and records will be found in "Canzoni per la Classe d'Italiano" (Songs for the Italian Class), Album No. M5, Los Angeles, Bowmar Recors, 1961.

   - additional songs could be found in the "Hi Neighbor Records", No. 1, published by the United Nation's Children's Fund.

Art

A) Behavioral Objectives -

The child will be able to:

1. Identify and name the colors listed in the vocabulary unit.
2. Learn the appropriate terms relating to pets.
3. Match the correct term both in English and Italian with the appropriate picture.
4. Group pictures of objects commonly found in the home.
5. a) Identify and label various rooms in the house
   b) Identify and label objects to be found in each room.

B) Procedure -

- Using work sheets with pictures of pets, children will color and affix, beneath each picture, appropriate labels both in English and Italian.
- Pictures of objects within the home can be cut out from worksheets and either be:

  1) pasted on a large outline of a house which includes rooms

  or

  2) a house could be constructed from shoe boxes and pictures be pasted in the suitable places.

- Suggested Bulletin Board Activities:

  a) a house with appropriate pictures and labels

  b) a sample of a family tree

  c) drawing or cut outpictures of children's drawings to be pasted on a mural, as it is described in the Social Studies section.

Social Studies

A) Behavioral Objectives-

The child will be able to:

1. Recognize and comprehend the supportive role of each family member and how responsibilities are shared within the home.
2. Realize the importance of an outside income(job) to meet the immediate family needs.
3. Learn and associate terms relating to outside occupations both in English and Italian.
4. Recognize the source of food, the methods of processing, distribution and retailing of it.

B) Procedure -

- A collage could be constructed utilizing cut-out magazines' pictures to illustrate responsibilities shared by each family member.
- With the help of a mural, composed of drawings or cut-out pictures of their drawings, children will demonstrate activities normally shared by all family members.
- Illustrations of farms, processing plants, truck and rail transportation, large and small shopping outlets, could be used to help children recognize the source of food, etc.,
- Older children will perform activities relating to money both in English and Italian, in order to become familiar with and recognize the approximate exchange values.
- Teacher-made, or children-made flash-cards will be used in the classroom to teach appropriate vocabulary and demonstrate various occupations of parents and kin.

Mathematics

A) Behavioral Objectives -

The child will be able to:

1. Measure a room in inches and feet.
2. Measure liquid and solid ingredients of specific recipes.
3. Add prices of individual items from a shopping list drawn up by the class.
4. Differentiate between English and Italian currency.
5. Estimate the cost of items found in a supermarket.

B) Procedure -

- Rooms can be measured within individual homes and scaled down to suit the model home constructed in the classroom.
- Ingredients related to a group-chosen cooking activity can be measured. Jello can be made, bread can be baked or a simple family recipe could be used.
- Children will find individual and total costs of items included in the recipes.
- Empty boxes or cans of food will be used to dramatize a shopping experience.

Lawrence Public Schools
P.S. #4, Inwood, N. Y.
Bilingual Program, Room 25

UNIT II - A General Outline Adapted for Early Childhood

Theme: Learning About Our Family

1. Family Tree - A family tree for each child will include: Names of parents and brothers and sisters. Vocabulary related to this activity:

genitori	-	parents
mamma		mother (mama, mum)
papà		daddy (dad)
fratello		brother
sorella		sister
nonno		grandfather
nonna		grandmother
zio		uncle
zia		aunt
cugino		cousin (m.)
cugina		cousin (f.)
vicino di casa		neighbor (m.)
vicina di casa		neighbor (f.)
amico		friend (m.)
amica		friend (f.)

2. Pets (Animali Domestici)

gatto	cat
cane	dog
pesce	fish
uccello	bird

3. Parts of the house

cucina	kitchen
stanza da letto	bedroom
bagno	bathroom
soggiorno	living room
stanza da pranzo	dining room

Pictures will be used to set up each room. A bulletin board in the classroom will be used to display the lesson. There will be an outline of a house with five rooms; the ones listed above.

4. To make vocabulary dealing with the home more realistic, objects in the classroom also relevant to the home will be labeled.

5. Learning the vegetables (Verdure e ortaggi)

carote	carrots
pomodori	tomatoes
fagiolini	string beans
peperoni	peppers
sedano	celery
cipolla	onion
piselli	peas
cetrioli	cucumbers
lattuga	lettuce
broccoli	broc (c) oli
spinaci	spinach
patate	potatoes
cavolo	cabbage
granturco (mais)	corn

To help children learn the vegetables, the common vegetables can be brought to the classroom where students will be able to see, feel, and taste them. Work sheets will be used with the pictures of each vegetable to be traced and colored. As a culminating activity children may also be given the opportunity to participate in some or all of the following activities:

a. Making of carrot salad with raisins and mayonnaise.

b. Making of fresh toss salad using the following ingredients: pomodori, cetrioli, lattuga, cipolla, spinaci, sedano, broccoli, peperoni. Olio (oil), aceto (vinegar) and oregano will be used as dressing.

c. Another cooking activity will be making fried potatoes with onions and eggs.

d. Boiling eggs.

e. Making budino al cioccolato (chocolate pudding) con biscotti (with cookies). Ingredients needed will be: milk, corn starch, cocoa, cookies, sugar.

6. Learning some fruits (La Frutta)

limone	lemon
arancia	orange
mandarino	tangerine
ananas(so)	pineapple
pompelmo	grapefruit

The following fruits already learned will be reviewed: uva (grapes), pera(pear), banana, mela(apple), chachi or kaki (persimmon).

7. The following meats will be learned using pictures where possible:

cotollete alla parmigiana	veal cutlet parmigiana
polpette	meat-balls
braciole	chops
salsiccia	sausage
bistecca	steak
pollo	chicken

Favorite menus will be made up to be used during dramatic play in the home corner.

8. Meals of the day

Colazione	Breakfast
uova	eggs
pancetta	bacon
prosciutto	ham
pane tostato (abbrustolito)	toast
caffelatte (cappuccino)	coffee and milk
cioccolata	hot chocolate
succo d'arancia(pompelmo)	orange (grapefruit) juice

Pranzo o cena	Dinner or supper
brodo	broth
maccheroni	macaroni
verdura	vegetables
formaggio	cheese
pane	bread
frutta	fruits

Dolce	Dessert
torta o dolce	cake
cannoli	"cannoli"
pizza di ricotta	"pizza di ricotta"
budino	pudding
gelato	ice cream
spumone	"spumone"

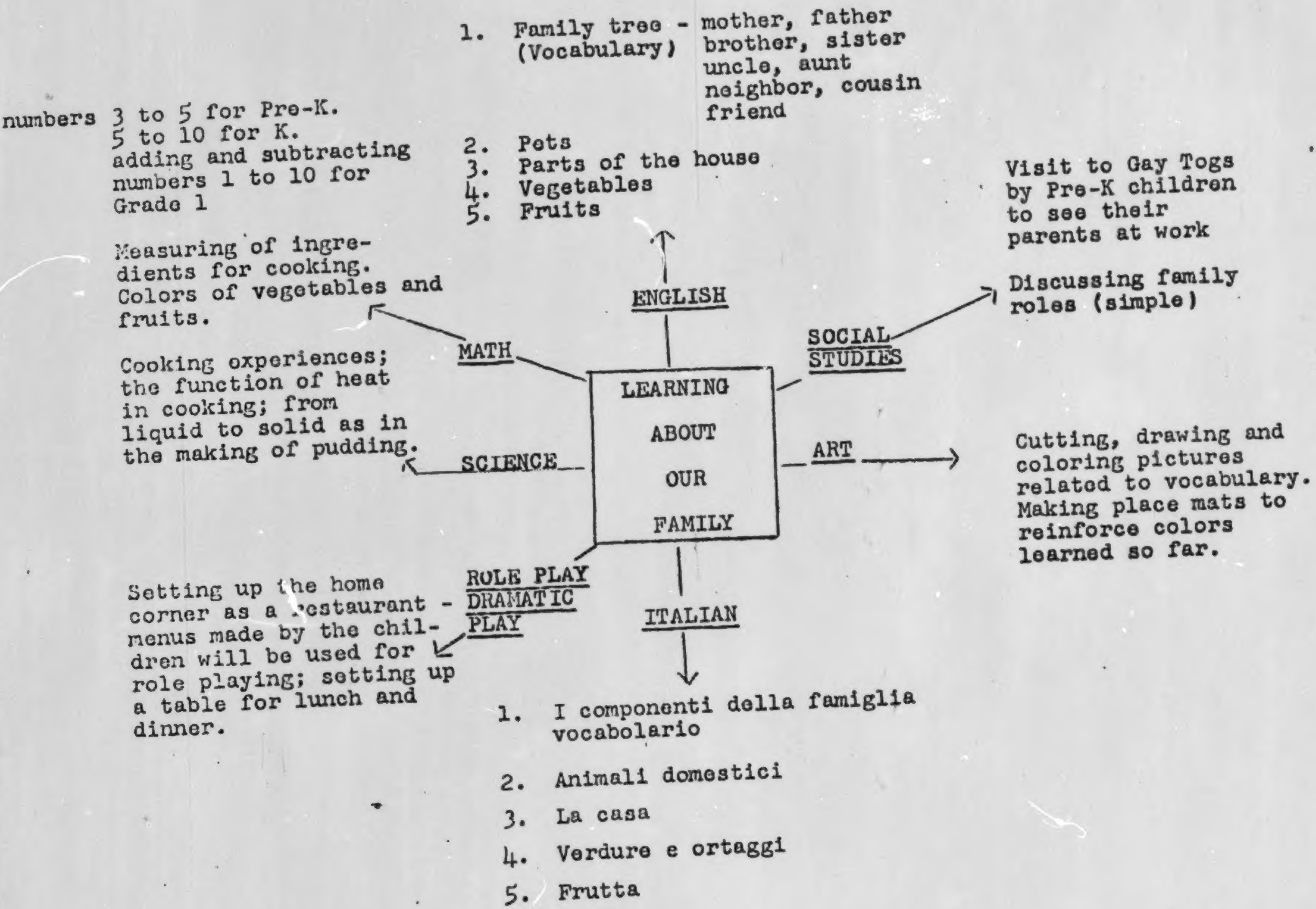
9. Idioms - Time and weather (Modi di dire - Il Tempo)

Che giorno è oggi?	What day is today?
Oggi è lunedì, etc.,	Today is Monday, etc.,
Com' è il tempo?	How is the weather?
Fa freddo, caldo	It's cold, hot
C' è sole	It's sunny
Tira vento	It's windy
Nevica	It's snowing
Piove	It's raining
È una bella giornata	It's a beautiful day

10. Greetings (Forme di saluto)

Buon giorno, come stai?	Good morning, how are you?
Bene, grazie e tu? (Lei)	Fine, thank you, and you?
Buon appetito!	Hearty appetite!
Buona sera	Good evening
Buona notte	Good night
Dove abiti?	Where do you live?
Ciao - Arriverderci !	Hello - goodbye!

INTEGRATED CURRICULUM PLAN



LEARNING ABOUT OUR FAMILY

ENGLISH

1. Family tree - (Vocabulary) mother, father brother, sister uncle, aunt neighbor, cousin friend
2. Pets
3. Parts of the house
4. Vegetables
5. Fruits

MATH

numbers 3 to 5 for Pre-K.
5 to 10 for K.
adding and subtracting numbers 1 to 10 for Grade 1

Measuring of ingredients for cooking. Colors of vegetables and fruits.

SCIENCE

Cooking experiences; the function of heat in cooking; from liquid to solid as in the making of pudding.

ROLE PLAY DRAMATIC PLAY

Setting up the home corner as a restaurant - menus made by the children will be used for role playing; setting up a table for lunch and dinner.

ITALIAN

1. I componenti della famiglia vocabolario
2. Animali domestici
3. La casa
4. Verdure e ortaggi
5. Frutta

SOCIAL STUDIES

Visit to Gay Togs by Pre-K children to see their parents at work

Discussing family roles (simple)

ART

Cutting, drawing and coloring pictures related to vocabulary. Making place mats to reinforce colors learned so far.

LAWRENCE PUBLIC SCHOOLS
BILINGUAL PROGRAM
EARLY CHILDHOOD

Additional Activities Related to Unit II

1. Bulletin boards were used as visual aids:
    a) a large house was made to teach the components of the house and immediate surroundings and,
    b) a family tree was made to learn the names of each member of the family.
2. We used the block figures of the family to teach the names of family members. A story was created about this family.
3. A book about an Italian grandmother "Watch Out For the Chicken Feet in Your Soup" was used before Easter to relate the custom of Easter Bread. The recipe in the book was followed to make the bread in the classroom.
4. A trip to the local clothing factory was made to view first-hand the process of clothing manufacturing and to see members of the family in their working world.

UNIT III - Learning about our Community

Language - English and Italian

Behavioral Objectives -

The child will be able to:

1. Label and identify various locations pertinent to the community both in English and in Italian.
2. Learn how to read and interpret train routes as related to a commuter map.
3. Identify and trace local bus routes on the community map.
4. Recognize prominent Italian-Americans who are involved in public service.

Procedure -

- Making and labeling of a large community map which could be affixed on a bulletin board.
- Children will identify and labelthe following:

  a) bus routes which he/she uses
  b) the location of his/her own home on the map
  c) identify the names of various points of interest such as the firehouse, the police station, the post office, the bakery shop, local shopping centers, the print shop, the carpenter, the doctor's clinic and schools.
  d) Interview with individuals who perform special roles in the community: the principals, a policeman, a fireman, etc.,
  Ex. Mr. Ciamillo, Principal of # 2 School
  Mr. Farina, Principal of # 5 School and also Mayor of Cedarhurst
  e) A chart could be made entitled "Italian-American Leading Citizens in the community" and interviews could also be posted.
  f) A large map could be used as a game. The numbers on the dice could indicate the numbers of stops which the bus driver must take in the proper order. This game could act as a review of the various traffic signs and safety rules.

UNIT III - Vocabulary

I. Where do we live?

la casa	the house
l'appartamento	" apartment
la strada	" street
la via	" avenue
l'angolo	" corner
abitare a(abito a..)	to live (I live in.....)
la città	the city
il paese	" town (country)
la campagna	" country
il quartiere	" neighborhood
Est,Ovest,Nord,Sud	East,West,North,South

II. Facilities and Resources within the community

Means of transportation

l'autobus	the bus
il taxi(tassi)	" taxi
la macchina(l'automobile)	" car
l'aereo(plano)	" airplane
la bicicletta	" bicycle
la nave	" ship
la barca	" boat
guidare	to drive
andare in macchina	" ride a car
volare	" fly

Facilities

il negozio	the store
il grande magazzino	" department-store
il supermercato	" supermarket
la pasticceria	" pastry-shop
il panificio	" bakery
il negozio di generi alimentari	" grocery store
la macelleria	" butcher's shop
il cinema	" movie
il museo	" museum
il teatro	" theater
lo zoo	" zoo
il giardino pubblico	" park
il municipio	" townhall
la chiesa	" church
l'edicola	" newspaper stand
la cassetta postale	" mail-box
l'idrante stradale	" hydrant
la vetrina	" shop-window
il cestino pei rifiuti	" litter basket
il telefono pubblico	" telephone booth

II. Facilities and Resources within the community

Facilities (cont.)

il sottopassaggio	the underpass
camminare	to walk
comprare	" buy
vendere	" sell
guardare	" look at
aspettare l'autobus(il treno)	" wait for the bus(train)
attraversare la strada	" cross the street
la fermata	the bus stop
l'itinerario dell'autobus	" bus route
la carta stradale	" route-map
la mappa(la carta geografica)	" map

La stazione ferroviaria	the railroad station
il viaggiatore	the passenger
comprare un biglietto(gettone)	to buy a ticket(gettone)
lo sportello	the ticket-office
l'impiegato	" clerk
il treno	" train
la locomotiva	" locomotive
il vagone	" wagon
il furgone	" caboose
controllare l'orario ferroviario	to consult the train schedule
il capostazione	the station-master
il macchinista	" engine driver
treno in partenza	departing train
" " arrivo	arriving train
sedersi	to sit down
mi siedo...	I sit down
partire	to leave
arrivare	to arrive
il treno è in ritardo	the train is late
" " " " orario	" " " on time
" " " arrivato in anticipo	" " " early
A che ora arriva il treno?	At what time is the train arriving?
Il treno arriva alle....	The train arrives at....
Che ora è (Che ore sono)?	What time is it?
È (sono).......	It is.........
È l'una	It is one o'clock
Sono le due (in punto)	It is exactly two o'clock
" " " e un quarto	" " quarter past two
" " " e mezzo(a)	" " half past two
" " tre meno un quarto	" " quarter to three
l'orologio	the watch(clock)
l'orologio va avanti	" " " is fast
" " indietro	" " " is slow

II. Facilities and Resources within the community

Facilities (cont.)

Il Negozio di Generi Alimentari	the grocery store
il droghiere	the grocer
Vorrei........	I would like.....
Per favore, mi dia......	Could you please give me
il cassiere	the cashier
Per favore, paghi alla cassa	Please pay the cashier
il registratore di cassa	the cash-register
la pancetta	bacon
la salsiccia	sausage
le acciughe	anchovies
il prosciutto	ham
il salame	salami
la mortadella	Bologna sausage
i sottaceti	pickled vegetables
il formaggio	cheese
la ricotta	cottage cheese
la mozzarella	Italian soft cheese
i biscotti	cookies
i cioccolati(cioccolatini)	chocolates
le caramelle	sweets
il vino	wine
una bottiglia d'olio	a bottle of olive-oil
la marmellata	jam
il té	tea
il caffé	coffee

La Macelleria	Butcher's shop
il coltello da macellaio	butcher's knife
il macellaio	butcher
tagliare la carne	to cut the meat
pesare la carne	to weigh the meat
la bilancia	weighing scale
la carne di maiale	pork
la bistecca	steak
la carne tritata	chopped meat
il pollo	chicken
le cotolette di vitello	veal cutlets
il fegato	liver

UNIT III - Vocabulary

II. Facilities and Resources within the community

Facilities (cont.)

La Calzoleria (o Dal Calzolaio)	Shoemaker's shop
il calzolaio	the shoemaker
fare e riparare le scarpe	to make and repair shoes
cucire il cuoio con lo spago	to saw leather with thread
i chiodi	the nails
la colla	the glue
risuolare le scarpe	to(re)sole the shoes
riparare i tacchi	to repair heels
la spazzola per le scarpe	the shoe-brush
lustrare le scarpe	to shine shoes
il lucido da scarpe	the shoe-polish

Lo Studio Medico e Dentistico	Doctor's and Dentist's Shop
il medico(dottore)	the doctor
l'infermiera	" nurse
fare una visita medica	to examine,to visit a patient
controllare il peso e l'altezza	to check the weight and height
misurare la temperatura(febbre)	to take one's temperature
gli strumenti	the instruments
il termometro	" thermometer
lo stetoscopio	" stethoscope
il cotone	" cotton
lo spirito(alcool)	" alcohol
le pillole	" pills
la ricetta	" prescription
prescrivere una medicina	" prescribe a medicine
il lettino per visite	" examination couch
il cerotto medicato	" band-aid
essere ammalato	to be sick
aver mal di testa(gola,stomaco)	to have a headache,(sore-throat stomach-ache
avere la febbre(il raffreddore)	to have a fever(cold)
l'autoambulanza	the ambulance
pronto soccorso	first aid
il dentista	dentist
curare i denti	to cure the teeth
aver mal di denti	to have a toothache
otturare un dente	to fill a tooth

II. Facilities and Resources within the Community

Facilities(cont.)

La Pasticceria	Pastry-shop
le paste assortite	assorted pastries
il gelato(cioccolato,fragola caffé,pistacchio)	ice cream(chocolate,strawberry coffee, pistachio)
la granita di limone	lemon ice
la torta di mele	apple pie
i dolcini di mandorla	almond sweets
il cannolo	Sicilian cream-roll
la ciambella	cake ring
il torrone	nougat
i dolci sono deliziosi	the sweets are delicious

Il Panificio	Bakery
il pane	bread
la pagnotta	loaf(of bread)
la mollica	crumb
i grissini	bread-sticks
il panino	roll
il filone	French bread

L'Ufficio di Polizia	Police-Headquarters
la polizia	the police-force
il poliziotto	" police man
indossare la divisa	to wear the uniform
il berretto da poliziotto	the police cap
le manette	handcuffs
la rivoltella	the gun
proteggere la gente	to protect people
far osservare la legge	to enforce the law
la prigione	the prison
andare in prigione	to go to jail
il ladro	the thief

L'Ufficio Postale(La Posta)	Post Office
spedire(mandare) una lettera	to send a letter
per via aerea	by air mail
per via mare	by sea
raccomandata	registered
espresso	special delivery
spedire un telegramma(pacco)	to send a telegramm(parcel)
scrivere l'indirizzo sulla busta	to write the address on the envelope
comprare un francobollo	to buy a stamp
imbucare una cartolina	to mail a post-card
la cassetta per la posta	the mail-box

II. Facilities and Resources within the Community

Facilities (cont.)

Tipografia	Print shop
il tipografo	the printer
l'inchiostro	ink
la carta	paper
i caratteri di stampa	printing-types
la stampatrice	printing-machine
stampare un libro(rivista, giornale)	to print a book(Magazine,newspape
duplicare	to duplicate
la copialettere	duplicating machine

Recycling plant

energia termica	heatenergy
energia elettrica	electric energy
il concime	fertilizer
i rifiuti(prodotti di scarto)	waste
bruciare i rifiuti	to burn waste
ecologia	ecology
le piante	plants
gli animali	animals
l'ambiente	environment
il sole	sun
animale erbivoro	plant-eating animal
" carnivoro	meat-eating animal
l'organismo	organism
materia prima	raw material
crescere	to grow

III. Special People

il sindaco	mayor
il Preside	principal
il prete	priest
il rabbino	rabbi

IV. History and Culture of our community

la cultura	culture
la comunità	community
l'economia	economy
i prodotti agricoli	agricultural products
il grano	wheat
le patate	potatoes
l'allevamento di bestiami	stock-raising
il pioniere	settler
redigere la Costituzione	to draw up the Constitution
firmare la Costituzione	to sign " "
la gita scolastica	field trip
fare un picnic (merenda all'aperto)	to have a picnic
andare al museo	to visit a museum

Art

Behavioral Objectives -

The child will be able to:

1. Use his/her creativity to assemble and decorate boxes which will resemble a train.
2. Learn simple techniques of map-making.
3. Use his/her eye-hand coordination to complete "connect the dots" worksheets.
4. Identify cardinal numbers in progressive order.

Procedures

- A train will be made out of cardboard boxes. It will be used with older children to learn train routes used by community members who commute to work.
- Children will make a map of the street in which they live, point out house numbers, indicate bus stops and bus numbers.
- "Connect the dots" worksheets will be used to reinforce locations and objects seen during field trips, such as a bus, a train, a fire engine, a railroad station, etc.,

Social Studies

Behavioral Objectives -

The child will be able to:

1. Identify the cardinal points using English and Italian terminology.
2. Understand symbols related to maps.
3. Have an understanding of the community's growing process.
4. Compare and contrast daily life during Colonial time with present day living.
5. Witness and experience, through field trips, the Italian-American culture as it exists in this community.
6. Understand and engage in the preparation of Italian foods which reflect "la cucina italiana"

Procedures-

- Learning how to read maps
  - a. Teach the cardinal points: East, West, North and South
  - b. Use of symbols
  - c. Tracing routes between their home and their school
- Historical facts regarding the Inwood community (older children)
  - a. First railway completed in 1837
  - b. First white man came to the area in 1643 from Connecticut to escape religious persecution.
  - c. In 1644 settlers expressed the wish to become self-governed (First community to draw up its own constitution)
  - d. Prior to the Revolutionary War, the economy centered around agriculture was developed into economy based on raising livestock which was shipped to various parts of the country.
  - e. Wheat was grown during Colonial times and the area became known as the "bread basket of the East".
  - f. Toward the end of the 19th century and beginning of the 20th century, potatoes and ducklings became profitable products along with shell-fishing.

Source: Ralph C. Caso, County Executive, Data Book,
Nassau County Planning Commission, June 1974.

Social Studies

Procedures - (cont.)

- Trips and related activities

  a. Children could be taken to the printer's shop which is located in the community. Essential vocabulary related to each trip will be learned in preparation for the field trips.

  b. Trips to Inwood park, the post-office, the bakery shop, the shoe-maker, the police station, and local Italian grocery store.

  c. Trip to the Peninsula Library to look at old Inwood maps.

  d. Trips to the Lawrence train station.

- Classroom activities

  a. Pizza-making by the children. If possible a local person will demonstrate this culinary art.

  b. Demonstration of "maccheroni" making.

  c. "Torrone" to be made by the teacher.

  d. A covered dish picnic at Inwood Park. The children's mothers could prepare regional dishes.

  e. Attending a soccer game to be played by the Junior High School or Lawrence High School students.

  f. Demonstration of a "bocci game" by Italian uncles and granfathers.

  g. As a culminating activity, a miniature village could be constructed out of milk cartons and other related materials. It will incorporate all the facilities and resources listed in the vocabulary (see Facilities and Resources within the Community)

Math

Behavioral Objectives-

The child will be able to:

1. Convert the mileage scale from inches to miles.
2. Convert distances from centimeters to kilometers.
3. Tell time both in English and Italian (Maritime system)
4. Read a bus or a train time schedule.

Procedures -

- A community map, to be made by the children, will have a scale which estimates distances in inches and miles, centimeters and kilometers.
- Interpreting time table of busses and trains.
- Learning how to tell time using both the American and the European method (Maritime system).
- Translating commuter's train schedule into the maritime system.

Science

Behavioral Objectives-

The child will be able to:

1. Comprehend the conversion of heat energy into other forms of energy.

2. List burnt materials which are used as fertilizers.

3. Learn vocabulary related to science activities both in English and in Italian.

Procedures

- Learning about the Oceanside Recycling Plant:

    a. How heat energy is converted into electrical energy.

    b. Use of burnt material as fertilizers.

    c. Slides could be taken of the plant and used as visual teaching aids.

    d. A general lesson on ecology using appropriate vocabulary terms.

Lawrence Public Schools
Bilingual Program - Early Childhood

UNIT III - Learning about our Community

Theme:
1) Where do we live?
2) What makes up a community?
3) How do we get around our community?
4) Who are the people that make a community function?

Activities-

1) Using a simple map of the community, children will use toy buses and cars to find the street in which they live. (More appropriate for first graders and children who live fairly close to the school).

2) "Maccheroni" making will be demonstrated by a member of the community who has this skill.

3) Pizza will be made in the classroom.

4) Using a large map of the Inwood community, children will make a miniature reproduction using milk cartons to represent the various places of special interest: shops, post-office, fire house, bakery, etc.

Community helpers will also be studied:

Baker - il fornaio
Shopkeeper - il negoziante
Butcher - il macellaio
Shoemaker - il calzolaio
Dentist - il dentista
Postman - il postino
Fireman - il pompiere
Sanitation worker - lo spazzino
Doctor - il dottore(il medico)

The places where these helpers work will be shown on the miniature reproduction of Inwood.

UNIT III - Learning about our Community

Activities (cont.)

5) In relation to learning about forms of transportation within the community, children will learn how to tell time. Toy clocks will be made to be used with small group related activities.

6) The children will learn about the process of waste disposal: how a community is kept clean and the role that each child plays in it.
The process of burning waste to produce fertilizers will also be explained to the children.

7) Through cooking experiences children will see how heat changes the consistency and the taste of the food which we cook.

8) The role of some community workers will be dramatized by the children. Appropriate hats and paper costumes will be used wherever it is applicable.

9) The children will learn and participate in dances of some regions of Italy. Children's songs, taped from the UNICEF album, will also be learned.

10) Where possible community members will be invited to demonstrate their special talents. Ex. Preparing home made "maccheroni".

** Appropriate vocabulary will be drawn from the detailed vocabulary list of UNIT III.

UNIT III

WHERE DO WE LIVE?

ENGLISH

1. Where do we live?
2. Names of resources within the community
3. Community helpers
4. Vocabulary related to the various topics.

MUSIC & MOVEMENT

Learning some regional Italian dances
Ex. tarantella

Children's songs found in the UNICEF record will be learned.

ART

Making the village of Inwood with the help of milk cartons.

SOCIAL STUDIES

Field trips and walks through the immediate community.
Cooking activities related to some Italian foods.
Community helpers.

ITALIAN

1. Dove abitiamo?
2. Risorse entro la comunità'
3. Aiutanti
4. Vocabolario attinente ai vari soggetti.

ROLE PLAY

We will dramatize the role of some community helpers -
Ex. mailman, train engineer, etc.,

SCIENCE

Learning about waste disposal,
how community places are maintained
Ex. streets and parks.
Use of heat in cooking

MATH

A Train will be used for counting 1 to 10 (and 10 to 20 for older children)

Tell time - arrival 8:30 or 9:00
lunch time 11:00 or 12:00
dismissal 3:00

and time appropriate to other routine schedules.

APPENDIX

EVALUATION

Peabody Picture Vocabulary Test

)

Begin with:
ate No. 60
ate No. 70
ate No. 80
ate No. 90
ate No. 100

RAW SCORE CALCULATIONS

Ceiling item .... ______
Less errors .... ______
Raw score .... ______

figure is identical to facilitate the determination of the basal or ceiling.

Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*	Plate No.	Word	Key Resp.	Errors*
(4)___	□	76	porter	(3)___	☆	101	graduated	(3)___	△	126	dormer	(2)___	◇
(4)___	△	77	coast	(2)___	◇	102	hieroglyphic	(2)___	♧	127	coniferous	(2)___	○
(3)___	♧	78	hoisting	(4)___	○	103	orate	(1)___	♡	128	consternation	(4)___	□
(4)___	♡	79	wailing	(1)___	□	104	cascade	(3)___	☆	129	obese	(3)___	△
(3)___	☆	80	coil	(2)___	△	105	illumination	(4)___	◇	130	gauntlet	(4)___	♧
(1)___	◇	81	kayak	(3)___	♧	106	nape	(1)___	○	131	inclement	(1)___	♡
(1)___	○	82	sentry	(2)___	♡	107	genealogist	(2)___	□	132	cupola	(1)___	☆
(2)___	□	83	furrow	(4)___	☆	108	embossed	(2)___	△	133	obliterate	(2)___	◇
(3)___	△	84	beam	(1)___	◇	109	mercantile	(4)___	♧	134	burnishing	(3)___	○
(4)___	♧	85	fragment	(3)___	○	110	encumbered	(2)___	♡	135	bovine	(1)___	□
(3)___	♡	86	hovering	(2)___	□	111	entice	(4)___	☆	136	eminence	(4)___	△
(4)___	☆	87	bereavement	(3)___	△	112	concentric	(3)___	◇	137	legume	(3)___	♧
(2)___	◇	88	crag	(4)___	♧	113	vitreous	(3)___	○	138	senile	(4)___	♡
(3)___	○	89	tantrum	(2)___	♡	114	sibling	(1)___	□	139	deleterious	(2)___	☆
(2)___	□	90	submerge	(1)___	☆	115	machete	(2)___	△	140	raze	(4)___	◇
(4)___	△	91	descend	(3)___	◇	116	waif	(4)___	♧	141	ambulation	(2)___	○
(1)___	♧	92	hassock	(2)___	○	117	cornice	(1)___	♡	142	cravat	(1)___	□
(1)___	♡	93	canine	(1)___	□	118	timorous	(3)___	☆	143	impale	(2)___	△
(4)___	☆	94	probing	(1)___	△	119	fettered	(1)___	◇	144	marsupial	(4)___	♧
(1)___	◇	95	angling	(1)___	♧	120	tartan	(2)___	○	145	predatory	(3)___	♡
(1)___	○	96	appraising	(3)___	♡	121	sulky	(3)___	□	146	incertitude	(1)___	☆
(3)___	□	97	confining	(4)___	☆	122	obelisk	(4)___	△	147	imbibe	(2)___	◇
(4)___	△	98	precipitation	(4)___	◇	123	ellipse	(2)___	♧	148	homunculus	(3)___	○
(3)___	♧	99	gable	(1)___	○	124	entomology	(2)___	♡	149	cryptogam	(4)___	□
(4)___	♡	100	amphibian	(1)___	□	125	bumptious	(4)___	☆	150	pensile	(3)___	△

Peabody Picture Vocabulary Test
Italian Translation

ESAME DI VOCABOLARIO ILLUSTRATO

FORMA
A

NOME ______ (cognome) (nome) (iniziale) SESSO: M F (fare un cerchio) CLASSE ______ (o telefono)

SCUOLA ______ (o agenzia o indirizzo) INSEGNANTE ______ (o dirigente)

ESAMINATORE ______ ORA ______ (minimo) STATUTO ______ (o razza o discendenza)

ETÀ				PUNTEGGIO DELL'ESAME
DATA DELL'ESAME	(anno)	(mese)	(giorno)	PUNTEGGIO(da p.3) ______
DATA DI NASCITA	(anno)	(mese)	(giorno)	QUOZIENTE D'INTELLIGENZA (I.Q.) ______
ETÀ.............	(anni)	(mesi)		PER CENTO DEL PUNTEGGIO (%) ______ CAPACITÀ MENTALE ______

CONVERSIONE DEI MESI A NUMERI PER USO RECORD

MESE	Gen.	Feb.	Marzo	Aprile	Maggio	Giugno	Luglio	Ag.
NO. DEI MESI	1	2	3	4	5	6	7	8

MESE	Sett.	Ott.	Nov.	Dic.
NO. DEI MESI	9	10	11	12

ALTRE INFORMAZIONI SULL'ESAME

Nome degli esami	Data	Ec	Punteggio	Tipo di punteggio
PPVT, Forma B..................				

AMBIENTE DELLA LINGUA

Lingua parlata a casa: ______ (se non è Inglese)

Qualità della lingua ☐ bene per l'età ☐ mediocre per l'età ☐ male
Quantità del discorso ☐ loquace ☐ normale ☐ taciturno
Intelligenza del discorso ☐ bene ☐ mediocre ☐ male

RAGIONI PER L'ESAME ______

FOGLIO DEL PUNTEGGIO
FORMA A

Suggerimenti per punto di partenza (vedere manuale p. 8)

Età Categoria	Iniziare con
sotto 3-3	Figura N. 1
3-3 a 4-2	Figura N. 15
4-3 a 5-5	Figura N. 25
5-6 a 7-5	Figura N. 40
7-6 a 9-5	Figura N. 50
9-6 a 11-5	Figura N. 60
11-6 a 13-5	Figura N. 70
13-6 a 15-5	Figura N. 80
15-6 a 17-5	Figura N. 90
più di 17-6	Figura N. 100

FIGURA #	PAROLA	RISPOSTA CHIAVE	ERRORI
1	macchina	4	
2	mucca	3	
3	bambino	1	
4	ragazza	2	
5	palla	1	
6	ceppo	3	
7	pagliaccio	2	
8	chiave	1	
9	barattolo	4	
10	gallina	2	
11	soffiare	4	
12	ventilatore	2	
13	scavare	1	
14	gonna	1	
15	afferrare	4	
16	tamburo	1	
17	foglia	3	
18	legare	4	
19	recinto	1	
20	mazza	2	
21	ape	4	
22	siepe	3	
23	versare	1	
24	cucire	1	
25	wurstel	4	
26	maestra	2	
27	costruire	3	
28	freccia	3	
29	canguro	2	
30	incidente	3	
31	nido	3	
32	furgone	4	
33	busta	1	
34	raccogliere	2	
35	distintivo	1	
36	occhiali di protezione	3	
37	pavone	2	
38	regina	3	
39	carrozza	4	
40	frusta	1	

FIGURA #	PAROLA	RISPOSTA CHIAVE	ERRORI
41	rete	4	
42	lentiggini	4	
43	aquila	3	
44	intrecciare	2	
45	lucidare	4	
46	formare il numero	2	
47	sbadigliare	2	
48	cadere	2	
49	segnale	1	
50	capsula	1	
51	sottomarino	4	
52	termos	44	
53	proiettore	3	
54	gruppo	4	
55	placcare (sport)	3	
56	trasportazione	1	
57	banco	1	
58	cerimonia	2	
59	guscio	3	
60	cavallo selvaggio	4	
61	dirigere	3	
62	imbuto	4	
63	delizia	2	
64	lettore	3	
65	comunicazione	2	
66	arciere	4	
67	stadio	1	
68	scavare	1	
69	assalire	4	
70	acrobazia	1	
71	meringa	1	
72	apparecchio elettrodomestico	3	
73	chimico	4	
74	artico	3	
75	distruzione	4	
76	facchino	3	
77	costa	2	
78	sollevare	4	
79	lamentarsi	1	
80	molla	2	
81	caiasco	3	
82	sentinella	2	
83	solco	4	
84	trave	1	
85	frammento	3	
86	svolazzare	2	
87	lutto	3	
88	rupe	4	
89	accesso d'ira	2	
90	immergere	1	
91	scendere	3	
92	poggiapiedi	2	
93	canino	1	
94	sondare; esplorare	1	
95	pesca con l'amo	1	
96	valutare	3	
97	confinare	4	
98	precipitazione	4	

FIGURA #	PAROLA	RISPOSTA CHIAVE	ERRORI
99	tetto a due falde	1	
100	anfibio	1	
101	graduato	3	
102	geroglifico	2	
103	fare un discorso	1	
104	cascata	3	
105	illuminazione	4	
106	nuca	1	
107	genealogista	2	
108	sbalzato	2	
109	commerciale	4	
110	caricato	2	
111	allettare	4	
112	concentrico	3	
113	vitreo	3	
114	fratello; sorella	1	
115	machete	2	
116	trovatella	4	
117	cornice	1	
118	timoroso	3	
119	incatenato	4	
120	tartano	2	
121	sediolo	3	
122	obelisco	4	
123	elisse	2	
124	entomologia	2	
125	presuntuoso	4	
126	abbaino	2	
127	conifero	2	
128	costernazione	4	
129	obesa	3	
130	guanto di guerriero medioevale	4	
131	inclemente	1	
132	cupola	1	
133	cancellare	2	
134	lustrare; brunire	3	
135	bovino	1	
136	eccellenza	4	
137	legume	3	
138	senile	4	
139	dannoso	2	
140	radere al suolo	4	
141	passeggiata	2	
142	cravatta	1	
143	impalare	2	
144	marsupiale	4	
145	predatore	3	
146	incertezza	1	
147	assorbire	2	
148	nano	3	
149	crittogama	4	
150	pendente	3	

BIBLIOGRAPHY

Anderson, J. and M. Boyer, *Bilingual Schooling in the United States*, Austin, Texas: Southwest Educational Development Laboratory, 1970.

Baker, Gwendolyn C., "Instructional Priorities in a Culturally Pluralistic School," *Educational Leadership*, 32, No. 3, December, 1974.

Ballesteros, David, "Bilingual Education in the 70's," *The National Elementary Principal*, L, No. 2, November, 1970.

Brembeck, Cole S., and Walker, H. Hill, *Cultural Challenges to Education*, Lexington, Massachusetts: D. C. Heath and Company, 1973.

Buder, Leonard, "Bilingual Classes Agreed Upon Here," *The New York Times*, August 30, 1974.

Castañeda, Alfredo, "Persisting Ideological Issues of Assimilation in America: Implications for Assessment Practices in Psychology and Education," In: Edgar G. Epps, editor, *Cultural Pluralism*, Berkeley, California: McCutchan Publishing Corporation, 1974.

Casitillo, Max S. and Josue Cruz, Jr., "Special Competencies for Teachers of Preschool Chicano Children: Rationale, Content and Assessment Process," *Young Children*, XXIX, September, 1974.

Covello, Leonard, *The Heart is the Teacher*, New York: McGraw-Hill Book Company, Inc., first edition, 1958.

Forbes, Jack, *Education of the Culturally Different; A Multicultural Approach*, Berkeley, California: Far West Laboratory for Educational Research and Development, 1969.

Gambino, Richard, *Blood of My Blood*, Garden City, New York: Doubleday and Company, Inc., 1974.

Hackett, Peter, "We Celebrate Diversity in American Education," *Educational Leadership*, 31, No. 7, April, 1974.

Havighurst, Robert J., "The American Indian: From Assimilation to Cultural Pluralism," *Educational Leadership*, 31, No. 7, April, 1974.

"Help Chinese Students, High Court Tells San Francisco," *Education Daily*, Washington, D. C., 7, No. 15, January 22, 1974.

Henderson, George, "Toward Economic and Ethnic Diversity," *Educational Leadership*, 31, No. 7, April, 1974.

Johnson, Florence E. Lester, Alice M. Scales, and Gloria S. Smith, "Teachers' [illegible]tudes Affect Their Work with Minorities," *Education[illegible]Leadership*, 32, No. 3, December, 1974.

Kirk, R. E., *Experimental Design: Procedures for the Behavioral Sciences*, Belmont, California: Brooks/Cole, 1968, p. 98.

Levin, Henry M., *The Costs to the Nation of Inadequate Education*, A Report Prepared for the Select Committee on Equal Educational Opportunity of the United States Senate, January, 1972.

Logan, J. Lee, "One Will Do But We Like Two," *The National Elementary Principal*, L, No. 2, November, 1970.

Montoya, Joseph, Dr. Uvaldo Palomares, Dr. Elizabeth Rowell, and Peggy Thomson, "A Case for Bilingualism," *Instructor*, LXXXIV, February, 1975, 51-55.

New York City Board of Education, *Bilingual Education in New York City, Prepared for the Pre-Service Training Program for Spanish-Speaking Bilingual Personnel*, Title I Office, June, 1971.

New York State Education Department, *Early Childhood Programs for Non-English Speaking Children*, 1972.

Nyquist, Ewald B., *Bilingual Education*, Albany: Regents of the University of the State of New York, A Position Paper, No. 16, August, 1972.

Peña, Albar A., Mari-Luci Jaramillo, Margaret S. Gordy, and Betty E. Sinowitz, "Bilingual Education," Today's Education, 64, January-February, 1975, 70-84.

"Preschool Bilingual Education," Education Daily, Washington, D. C., 7, No. 210, October 31, 1974.

Sinowitz, Betty E., "The Court Speaks Out," Today's Education, January-February, 1975.

"Tenth Circuit Court Cites Lau, Orders Bilingual Education in Portales," Education Daily, Washington, D. C., 7, No. 161, August 20, 1974.

Williams, Charles T., "Involving the Community in Implementing Cultural Pluralism," Educational Leadership, 32, No. 3, December, 1974.

Williams, Charles T., Thoughts on Fostering Cultural Pluralism in The School Curriculum, East Lansing, Michigan: Michigan Education Association, 1974.